



School Readiness

2017



FINDINGS FROM THE FALL 2017 KINDERGARTEN ASSESSMENT IN

Siskiyou County



FUNDED BY FIRST 5 SISKIYOU
PREPARED BY APPLIED SURVEY RESEARCH

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Special thanks to First 5 Siskiyou Commissioners, Michael Kobseff, Michael Perry, Debbie Walsh, Kermith Walters and Judie Washington for the unanimous approval of investment in this first-ever county wide Kindergarten Readiness Assessment.

First 5 Siskiyou wishes to thank the County Superintendent of Schools, Kermith Walters, for his endorsement of this study, and the following superintendents, principals, and teachers for their outstanding participation:

| District/ School | |
|--------------------------------------|--|
| Big Springs Union School District | Tag Pimentel, Superintendent/ Principal |
| Big Springs Elementary School | Jane Faria, Teacher |
| Butte Valley Unified School District | Heidi Gerig, Superintendent/ Principal |
| Butte Valley Elementary School | Lydia Hill, Teacher |
| Dunsmuir Elementary School District | Helen Herd, Superintendent/ Principal |
| Dunsmuir Elementary School | Tami Ridge, Teacher |
| Scott Valley Unified School District | Marie Caldwell, Superintendent |
| Etna Elementary | Garren Hanon, Principal |
| | Raylene Lang, Teacher |
| | Susan Callaghan, Teacher |
| Fort Jones Elementary | Cheryl Horvath, Teacher |
| Grenada Elementary School District | GingerLee Charles, Superintendent/ Principal |
| Grenada Elementary School | Kara Irvin, Teacher |
| | Jessica Wallace, TK teacher |
| Happy Camp Union School District | Kevin Triance, Superintendent/ Principal |
| Happy Camp Elementary School | Elisa Patterson, Teacher |
| McCloud Union School District | Shelley Cain, Superintendent/ Principal |
| McCloud Elementary School | Danielle Callahan, Teacher |
| Mt. Shasta Union School District | Barry Barnhart, Superintendent/ Principal |
| Mt Shasta Elementary School | Irene Reginato, Teacher |
| | Kim Hanon, Teacher |
| | Shelby Garcia, Teacher |
| Weed Union School District | Alisa Cummings, Superintendent/ Principal |
| Weed Elementary School | Danielle Dewhurst, Teacher |
| | Rachel Oates, Teacher |
| Yreka Union School District | Dave Parsons, Superintendent |
| Evergreen Elementary School | Amy Dunlap, Principal, |
| | Krista Freeze, Teacher |
| | Sarah Mitrovich, Teacher |
| | LeAnn Stensether, Teacher |
| | Debbie Fitzpatrick, Teacher |
| | Cori Beltramo, Teacher |
| Kim Robustellini, TK Teacher | |

Headline Findings

Data Highlights

| | |
|---|--|
| School Readiness | <ul style="list-style-type: none"> 35% of kindergartners were fully ready for kindergarten across all domains of readiness (self-regulation, social expression, and kindergarten). By comparison, 36% of Siskiyou County third graders were proficient readers in 2017, highlighting the incredibly close link between kindergarten readiness and third grade reading proficiency. Readiness was significantly and independently predicted by: <ul style="list-style-type: none"> ▪ Child well-being (particularly coming to school well-rested) ▪ Not having a special need ▪ Higher family income ▪ Not being an English Learner ▪ Preschool, licensed family child care, or Transitional Kindergarten attendance 45% of children who had participated in First 5 Siskiyou programs were fully ready for kindergarten, compared to 34% of children who had not participated in such programs (difference was marginally significant at $p=.05-.10$) |
| Demographic Profile of Children and Families | <ul style="list-style-type: none"> Over half of children were White, while 14% were Hispanic/Latino, 10% were multi-ethnic, and 7% were Alaskan Native/American Indian 44% of families earned less than \$35,000 per year and 28% of mothers had no more than a high school education 24% of families were headed by a single parent |
| Medical and Dental Care | <ul style="list-style-type: none"> 99% of children had medical insurance and a regular doctor 83% had a regular dentist; over 20% of children reportedly had cavities |
| Home Environment | <ul style="list-style-type: none"> 66% of families told stories/sang songs together at least five days per week 65% of families read together at least five days per week |
| Pre-Kindergarten Experiences | <ul style="list-style-type: none"> 76% of children had formal early childhood education experience, including 60% who attended a licensed preschool, 23% who had been to Transitional Kindergarten, and 6% who attended a family childcare home |
| Family Preparation for Kindergarten | <ul style="list-style-type: none"> Over 80% of parents reported receiving school readiness information Over 80% of parents visited the school with their child, worked with the child on school skills, or met the child's teacher prior to kindergarten entry 39% of families had received free children's books; 39% also had participated in playgroup programs; 19% had received home visits; and 18% had attended parenting classes |

Introduction

Purpose of the Assessment

Funded by First 5 Siskiyou, this report presents the results of the first-ever formal kindergarten readiness assessment conducted in the county. The goals of this study are to:

- ▶ Understand how well children are prepared for kindergarten entry; and
- ▶ Understand the factors that influence readiness, particularly those factors that are considered “malleable,” such as participation in specific programs or services (quality preschool, parenting classes, etc.)



First 5 Siskiyou hopes to use the resulting data to better understand how it can impact parent engagement and kindergarten readiness, and to deepen relationships with other entities in the county who share the same goals of children’s success in school.

Sample

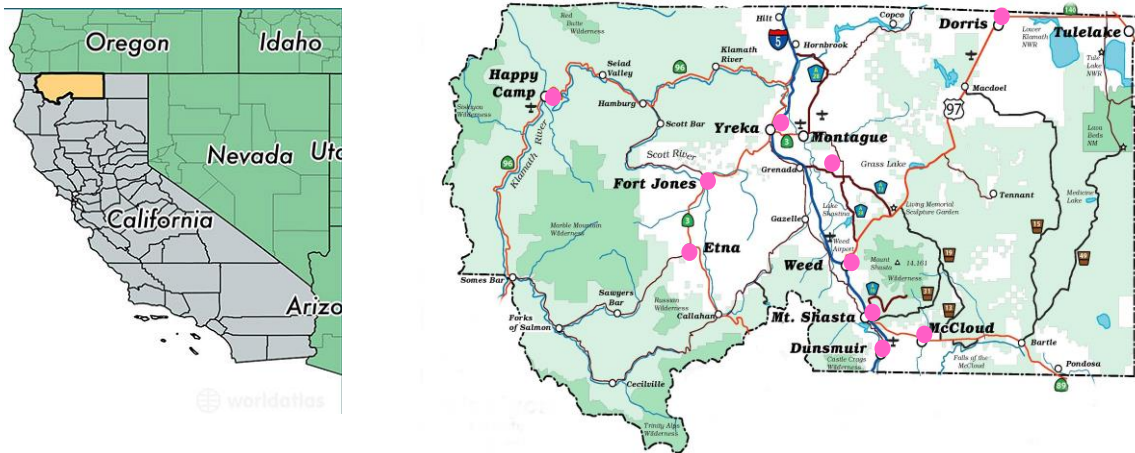
This study represents a significant collaboration between First 5 Siskiyou and school districts, principals, and teachers around the county to gather data on kindergarten readiness. First 5 Siskiyou began outreach efforts with superintendents and principals in the spring of 2017. Ultimately, 318 kindergarten students were assessed from 19 classes, and 33 Transitional Kindergarten (TK) students were assessed from two classes. By comparison, Siskiyou County had a total enrollment of 507 kindergartners in Fall 2016, and assuming that the Fall 2017 population was of similar size, this study’s 318 kindergarten students represents nearly two-thirds of the total kindergarten population in the county (n=507 in 2016), and over three-fourths of the total kindergarten population (n=409 in 2016) in the sampled districts.

Figure 1. NUMBER OF KINDERGARTEN CLASSROOMS AND STUDENTS ASSESSED IN FALL 2017

| Elementary School | Number of Classes Assessed, Fall 2017 | Number of Students Assessed, Fall 2017 | Comparison: Kinder Enrollment in Fall 2016 |
|-------------------|---------------------------------------|--|--|
| Big Springs | 1 | 6 | 20 |
| Butte Valley | 1 | 23 | 28 |
| Dunsmuir | 1 | 7 | 9 |
| Etna | 2 | 25 | 43 |
| Fort Jones | 1 | 21 | 19 |
| Grenada | 2 | 26 | 35 |
| Happy Camp | 1 | 16 | 20 |
| McCloud | 1 | 5 | 1 |
| Mt Shasta | 3 | 59 | 72 |
| Weed | 2 | 47 | 30 |
| Evergreen (Yreka) | 4 | 83 | 132 |
| TOTAL | 19 | 318 | 409 |

Source: Kindergarten Observation Form (2017). California Department of Education DATAQUEST.

The map below shows the location of Siskiyou County, and displays the schools (marked with a pink dot) around the county that participated in the Fall 2017 Kindergarten Readiness Assessment.

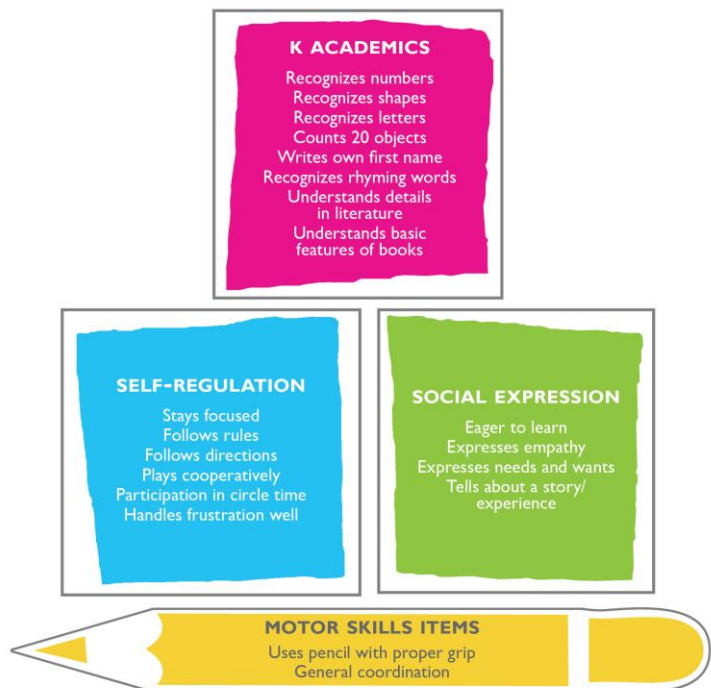


Methods used to Assess Kindergarten Readiness

The tool used to assess kindergarten readiness in Siskiyou County was the Kindergarten Observation Form (KOF), a validated assessment that includes 20 skills that have been shown to statistically predict third grade academic achievement. This tool has been used in 11 other California counties as well as in other states.

Teachers completed the KOF within the first few weeks of the 2016/17 school year by rating student proficiency levels on each of the 20 kindergarten readiness skills, using a scale from 1 (*Not Yet demonstrating the skill*) to 4 (*Fully Proficient on the skill*). These readiness skills comprised three *Building Blocks* – *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*. A fourth area includes two items related to fine and gross motor skills, which serve as a foundation for these *Building Blocks*.

To complete the portrait of children’s readiness for kindergarten, the Parent Information Form was also used. This survey was completed by 232 parents (66% of the sample), and it gathered data about child demographics, family background, parenting activities, family stressors and child care experiences.



Demographic Profile of Children and Families in Siskiyou County

The figure below provides a demographic profile of the children included in this study. Almost all the students were in kindergarten, though 9% were in Transitional Kindergarten. There were slightly more girls than boys in the sample, as is typical. About 9% of kindergarten students were noted by their teachers and/or their parents as having special needs, which is a few points higher than the 4% of kindergartners with special needs in the county in Fall 2016 (California Department of Education, 2017), likely because the current study took into account parent report of special needs as well. The kindergarten readiness study also found that 5% of students were rated by their teachers as being an English Learner (EL), close to the 3% reported for kindergartners countywide in 2016. The majority of ELs spoke Spanish, followed by a few students who spoke Lao.

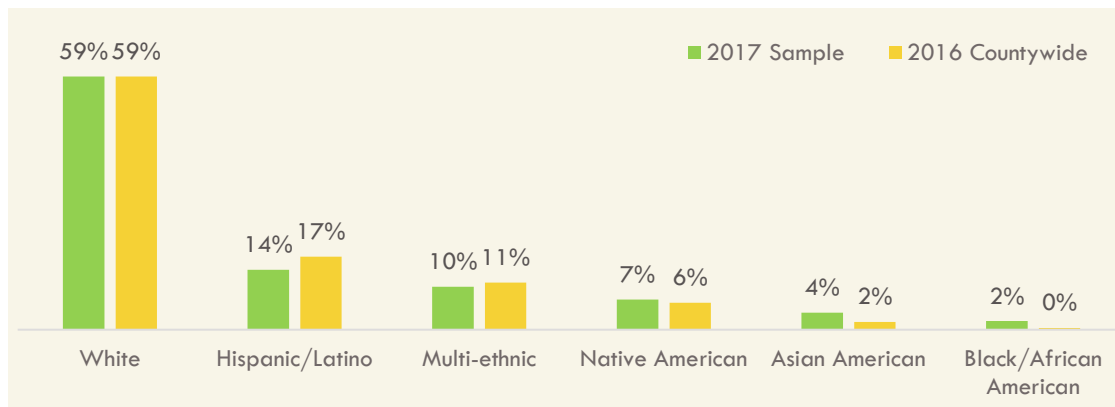
Figure 2. CHARACTERISTICS OF PARTICIPATING CHILDREN

| | | Percentage |
|--------------------------|--|------------|
| GRADE LEVEL IN FALL 2017 | Kindergarten | 91% |
| | Transitional Kindergarten | 9% |
| GENDER | Female | 52% |
| | Male | 48% |
| AGE | Younger than 5.5 years | 63% |
| | Between 5.5 and 6.0 years | 32% |
| | 6.0 years and older | 5% |
| SPECIAL NEEDS | Has identified special needs | 9% |
| ENGLISH LEARNERS | Identified as English Learner by teacher | 5% |

Source: Kindergarten Observation Form, Parent Information Form (2017). N=331-356 depending on the question.

About 60% of the children assessed in Fall 2017 were White, 14% were Latino, and 7% were Native American. As seen in the chart below, the sample of children assessed in this study very closely matches the ethnic profile of kindergarten students countywide in Fall 2016.

Figure 3. ETHNICITY OF PARTICIPATING CHILDREN



Source: Kindergarten Observation Form, Parent Information Form (2017). N=341. California Department of Education DATAQUEST.

Family Income and Education Level of Parents

The figure below presents the income levels of parents who participated in the study. The chart shows that income distribution across the Siskiyou County sample is somewhat skewed in a bimodal pattern, meaning there is a cluster of families (44%) earning incomes less than \$35,000, while 23% earn incomes greater than \$75,000 per year.

Figure 4. HOUSEHOLD INCOME OF PARTICIPATING FAMILIES



Source: Parent Information Form (2017). N=227.

In terms of the highest level of education attained by students’ mothers, approximately 12% had less than a high school diploma, while 16% earned a high school diploma, and 39% had completed post-secondary education (associate’s degree or higher).

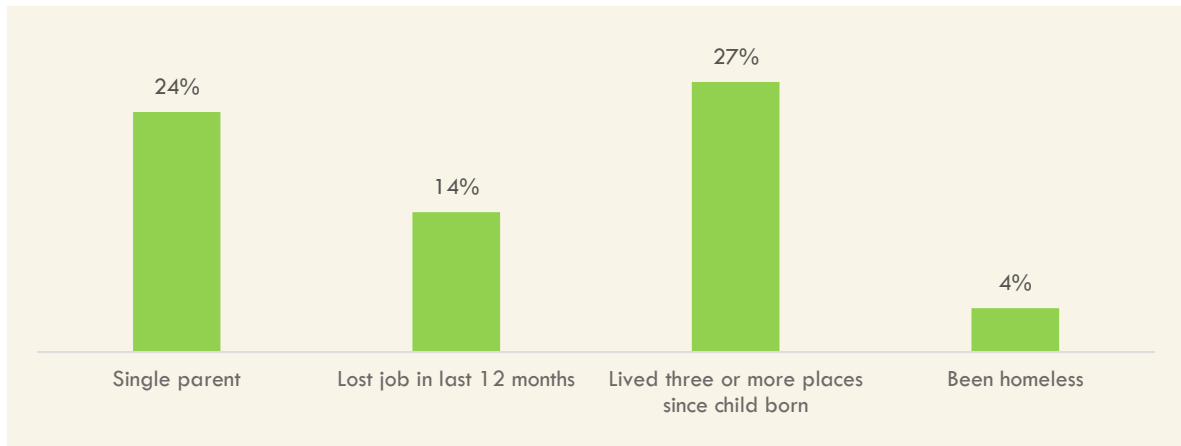
Figure 5. HIGHEST EDUCATION LEVEL OF STUDENTS’ MOTHERS

| | Percentage |
|---------------------------------|------------|
| Less than 6th grade | <1% |
| Middle school (6th, 7th or 8th) | 2% |
| Some high school | 10% |
| High school (diploma) | 16% |
| Some college | 32% |
| Associate’s degree (AA or AS) | 15% |
| Bachelor’s degree (BA or BS) | 14% |
| Advanced degree | 7% |
| Don’t know | 3% |

Source: Parent Information Form (2017). N=232. Percentages may not add to 100% due to rounding.

In terms of other markers of family stress or risk, almost 25% of the students assessed are being raised in single parent households, which can greatly affect household income. About 14% reported that they or the other primary parent had lost a job in the last year. Almost one-third of students had lived in at least three different places in the last 5 years, and 4% had reportedly experienced homelessness at some point since their child’s birth.

Figure 6. OTHER RISK MARKERS OF SISKIYOU COUNTY FAMILIES ASSESSED

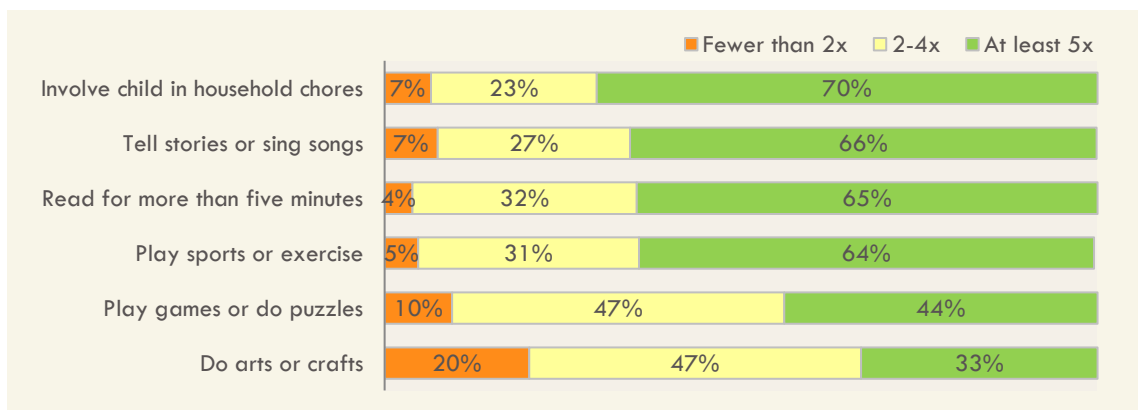


Source: Parent Information Form (2017). N=228-232 depending on the question.

Family Activities at Home

Family engagement with their children at home is often a significant predictor of kindergarten readiness. The chart below provides the frequencies with which Siskiyou County families engage in activities at home with their children. As seen below, 70% of families involved their children in household chores at least five times per week, and 65% read to their children for more than 5 minutes at least five times per week. Families were less likely to play games, do puzzles or arts and crafts with their children.

Figure 7. FREQUENCY OF FAMILY ACTIVITIES PER WEEK



Source: Parent Information Form (2017). N=232. Percentages may not add to 100% due to rounding.

The amount of sleep is also a predictor of how well children will transition into the kindergarten environment. In Siskiyou County, the children sampled were most likely to go to sleep before 8:30 pm, but 25% of them went to sleep after 9:00 pm.

The American Academy of Pediatrics recommends that children ages 2 to 5 have no more than one hour each day of screen time, which includes TV, computers, tablets or phones (Hill et al., 2016). In Siskiyou County, 57% of entering kindergarten students were within these guidelines, but 43% of entering kindergarten students exceeded these guidelines and had 2 or more hours of screen time each day during the week. During the weekends, 76% of children had 2 or more hours of screen time each day.

Figure 8. BEDTIME AND SCREEN TIME ROUTINES

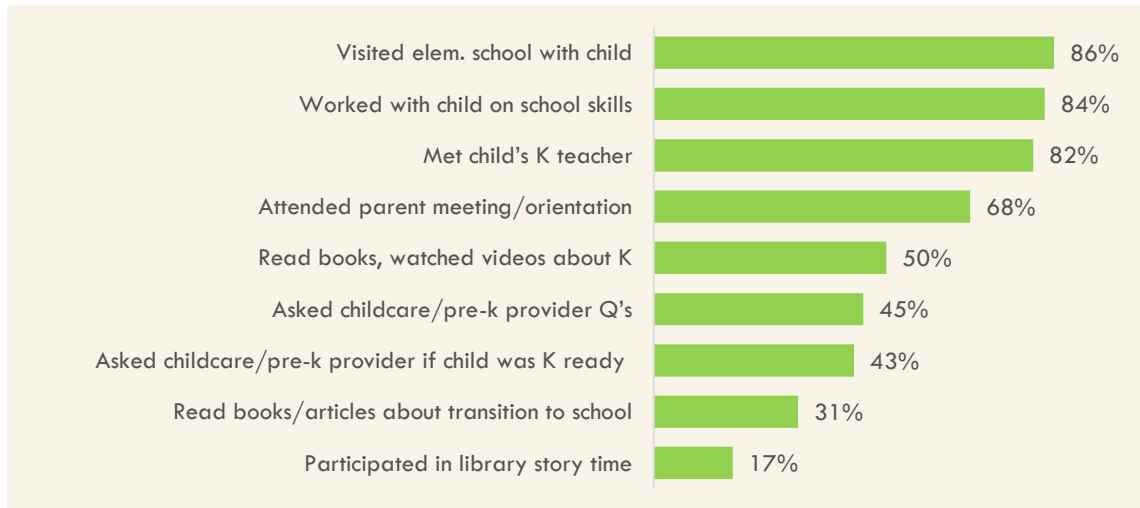
| | Activities | Percentage |
|---------------------------------|------------------|------------|
| CHILD'S BEDTIME | Before 8:00 | 17% |
| | 8:00 | 31% |
| | 8:30 | 28% |
| | 9:00 | 16% |
| | After 9:00 | 9% |
| CHILD'S SCREEN TIME on WEEKDAYS | Less than 1 hour | 11% |
| | 1 hour | 46% |
| | 2 hours | 29% |
| | 3 hours | 10% |
| | 4 hours | 4% |
| CHILD'S SCREEN TIME on WEEKENDS | Less than 1 hour | 4% |
| | 1 hour | 20% |
| | 2 hours | 30% |
| | 3 hours | 20% |
| | 4 hours | 26% |

Source: Parent Information Form (2017). N=213-229 depending on the question.

Family Preparation for Kindergarten

Preparing for the transition to kindergarten can be a significant undertaking. There are logistical steps to take in terms of visiting the child’s school and getting him or her registered, and there is also the need to become informed about what kindergarten will require in terms of behavior and skills. The chart below shows the frequency with which Siskiyou County parents engaged in various activities to prepare their children for kindergarten.

Figure 9. PERCENTAGE OF PARENTS ENGAGING IN KINDERGARTEN PREP ACTIVITIES, BY TYPE

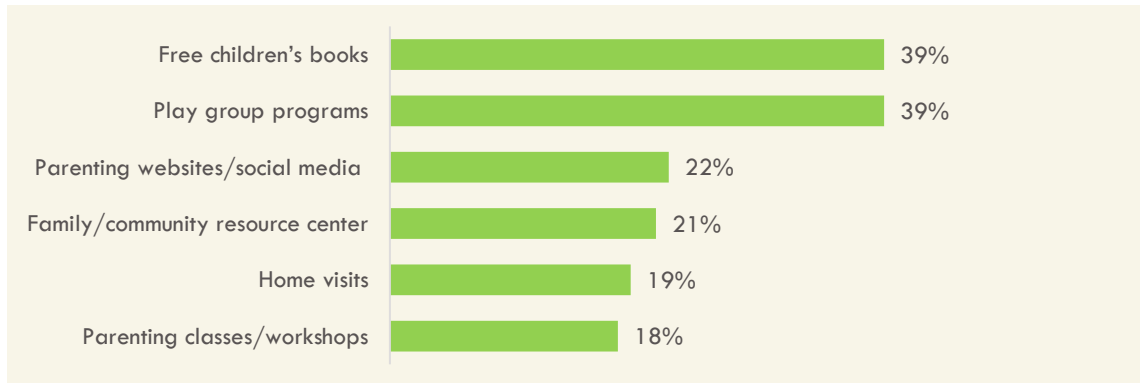


Source: Parent Information Form (2017). N=232. Responses of “Other” and “None” not shown.

When asked what kind of information they received about kindergarten, 80% of parents said they received general information about kindergarten skills, and 77% said they received specific information about how to help their children develop such skills. Almost 70% said they received specific information about their children’s readiness for kindergarten.

Parents were also asked about the types of parenting supports they had received, some of which are supported by First 5 Siskiyou, such as free children’s books (39%) from the Dolly Parton Imagination Library, doctor’s office, WIC or family resource center; play group programs (39%); home visits (19%), including from Early Head Start, Nurse Family Partnership, and Welcome Home Baby; and parenting classes (18%), such as Make Parenting a Pleasure or Nurturing Parenting Program.

Figure 10. PERCENTAGE OF PARENTS ENGAGING IN PARENTING RESOURCES, BY TYPE



Source: Parent Information Form (2017). N=232. Responses of “Other” and “None” not shown.

Family Sources of Stress, Coping and Support

Another important part of family life is having connections to community, including social and enrichment activities. Parents were asked about the kind of activities they had engaged in around the county. As seen in the table below, 85% of parents said they had visited parks in the last year, 37% had visited their local library, but just 20% had attended arts and music programs.

Figure 11. PARENT USE OF COMMUNITY RESOURCES

| Resources | Percentage |
|--|------------|
| Parks | 85% |
| Fairs | 69% |
| Recreational activities, camps, sports | 67% |
| Libraries | 37% |
| Farmers’ markets | 35% |
| Museums | 27% |
| Arts/music programs | 20% |

Source: Parent Information Form (2017). N=232. Responses of “Other” and “None” not shown.

Parenting can be an incredibly rewarding time, as well as a stressful time. Research shows that parental stress can have an adverse effect on child development when parents do not have appropriate coping skills, or connections to family, peer, and community supports in times of need. The following table presents parent responses to questions about how they view their child’s behavior (sometimes as much about parent perception as it is about their child’s actual behavior), as well as how well parents were connected to supports. In terms of parenting concerns, most parents felt that their children’s behavior rarely bothered them and that it was similar to that of other children, but about 33% said their child at least “sometimes” did things that bothered them a lot - again, either a sign of parents’ perceived level of understanding and tolerance, or of actual emerging child development issues. Nearly 70% felt they were

able to soothe their child when he/she was upset, but 16% said they were only “rarely” or “sometimes” able to do so.

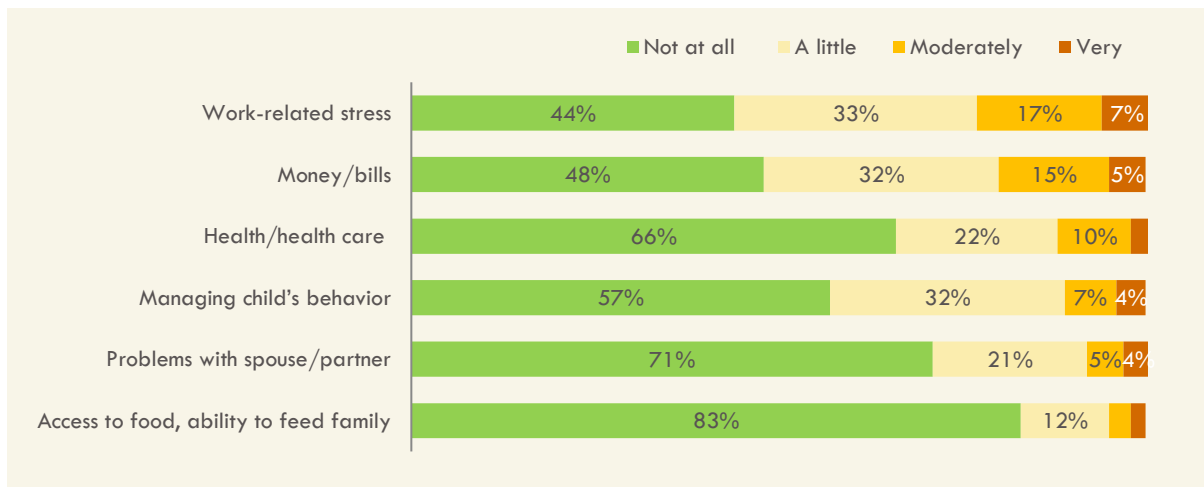
Figure 12. SOURCES OF STRESS AND/OR SUPPORT FOR PARENTS

| | Rarely | Sometimes | Often | Almost Always |
|--|----------------|-----------|--------------|------------------|
| FREQUENCY OF PARENTING CONCERNS | | | | |
| My child is much harder to care for than most children | 78% | 18% | 2% | 2% |
| My child does things that really bother me a lot | 69% | 29% | 2% | 1% |
| I am able to soothe my child when he/she is upset | 8% | 8% | 17% | 68% |
| PARENTS' SUPPORT NETWORK & RESOURCES | | | | |
| I have someone to watch my child while I run errands | Str. Agree 37% | Agree 37% | Disagree 18% | Str. Disagree 8% |
| I have someone to ask for parenting advice | 46% | 47% | 4% | 4% |
| I know how to help my child learn | 50% | 46% | 3% | 1% |
| I know where to get help with food/housing | 46% | 44% | 7% | 4% |
| I know where to get financial help | 42% | 47% | 6% | 5% |
| I know where to get help finding a job | 45% | 46% | 4% | 5% |

Source: Parent Information Form (2017). N=225-228 depending on the question.

Similarly, parents were also asked about the extent to which they felt concerned about issues that often affect families. The areas in which parents were most likely to say they were “moderately” or “very” concerned were with *work related stress* (24%), and *money/paying bills* (20%). Food security seemed the least of parents’ concerns, relatively speaking, but 32% of parents said they were “a little” concerned about their child’s behavior, and 11% said they were “moderately” or “very” concerned.

Figure 13. PARENT CONCERN ABOUT FAMILY AND DOMESTIC ISSUES



Source: Parent Information Form (2017). N=225-228 depending on the question. Percentages less than 4% not labeled.

Child Health

Child health is a fundamental building block of development, and later, of kindergarten readiness. In this study, parents were asked about various aspects of their children’s health. For instance, about 8% of kindergarten students in the study had been born at a low birth weight; this compares closely to the countywide average of 7.9% (Centers for Disease Control and Prevention, 2015). In terms of health insurance, 99% of children had some kind of health insurance, with Medi-Cal being the most common source of coverage (56%). Similarly, 99% of children had a regular doctor, while only 83% had a regular dentist. The same percentage of children had had a dental exam in the last 12 months, and over 20% have had cavities and/or experienced oral health pain.

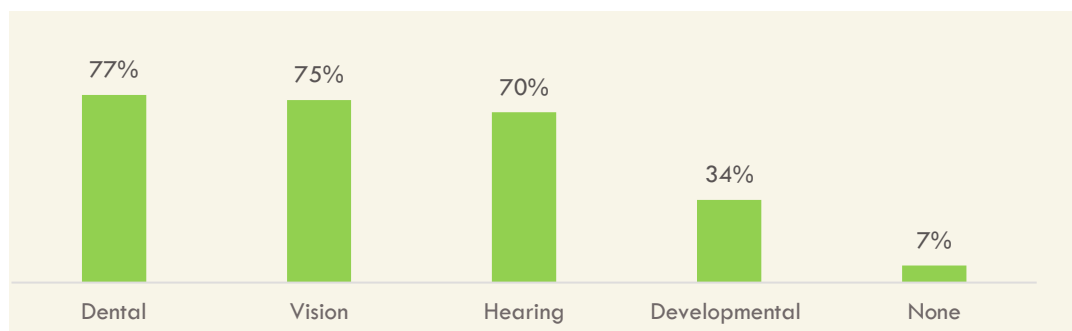
Figure 14. CHILDREN’S HEALTH BACKGROUND

| | | Percentage |
|----------------------|---|------------|
| BIRTH WEIGHT | Less than 5 lbs, 8 oz | 8% |
| HEALTH INSURANCE | Medi-Cal | 56% |
| | Insurance from parent’s employer | 37% |
| | Covered California | 6% |
| | None of the above | 1% |
| REGULAR PRIMARY CARE | Doctor | 99% |
| | Dentist | 83% |
| DENTAL HISTORY | Dental exam in last 12 months | 83% |
| | Has had more than two cavities | 24% |
| | Ever complain of mouth ache or toothache? | 22% |

Source: Parent Information Form (2017). N=224-228 depending on the question.

Access to a medical home is critical because it is the setting in which screenings typically occur, and health screenings are a critical stepping stone to early intervention. Vision, hearing or developmental needs that go undetected in early childhood can worsen and require more intensive and more expensive special education services during elementary school in order to be addressed. Undetected dental needs can lead to frequent mouth pain, which can become a barrier to learning when children enter school. Parents in the study were asked about the kind of screenings their child may have had. As the chart below indicates, the most common types of screenings were for dental, vision and hearing issues, whereas only 34% of parents indicated their child had had a developmental screening. Almost 10% of children were reported to have had no screenings at all.

Figure 15. PERCENTAGE OF KINDERGARTEN STUDENTS WITH PRIOR SCREENINGS, BY TYPE



Source: Parent Information Form (2017). N=232.

Parents also reported whether their children had special needs. Over 90% of children had no known special needs. Those children with special needs were most likely to have speech and language impairments (9% of the sample), followed by emotional or behavioral issues (3%), Attention Deficit Disorder (ADD/ADHD; 3%), Autism (2%), and visual or hearing impairments (2%).

Figure 16. PERCENTAGE OF KINDERGARTEN STUDENTS WITH SPECIAL NEEDS, BY TYPE

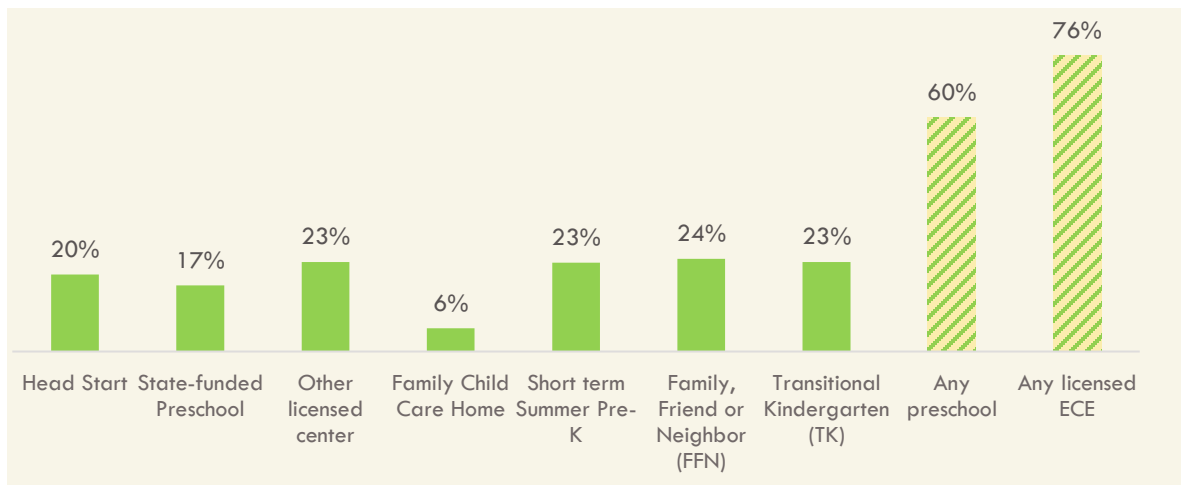
| | Frequency | Percentage |
|--|-----------|------------|
| Speech/language impairment | 21 | 9% |
| Emotional/behavior disorder or disturbance | 6 | 3% |
| ADD/ADHD | 7 | 3% |
| Autism | 5 | 2% |
| Visual or hearing impairment | 5 | 2% |
| Other | 3 | 1% |

Source: Parent Information Form (2017). N=232. Children may have had more than one type of special need.

Prior Early Education of Kindergarten Students

In terms of early childhood education experiences (ECE), this assessment found that 76% of incoming kindergarten students had some kind of licensed early education experience in the year prior to 2017, such as center-based care or licensed family child care home. In terms of center-based care, 60% of students had some kind of formal preschool experience, including Head Start (20%), state-funded subsidized preschool (17%), other licensed care (23%), and Transitional Kindergarten (23%). Almost one-quarter of the students had participated in a short term summer pre-K program prior to kindergarten, and 24% of children had been primarily cared for in informal settings, such as with family, friends or neighbors.

Figure 17. EARLY EDUCATION EXPERIENCE OF PARTICIPATING CHILDREN



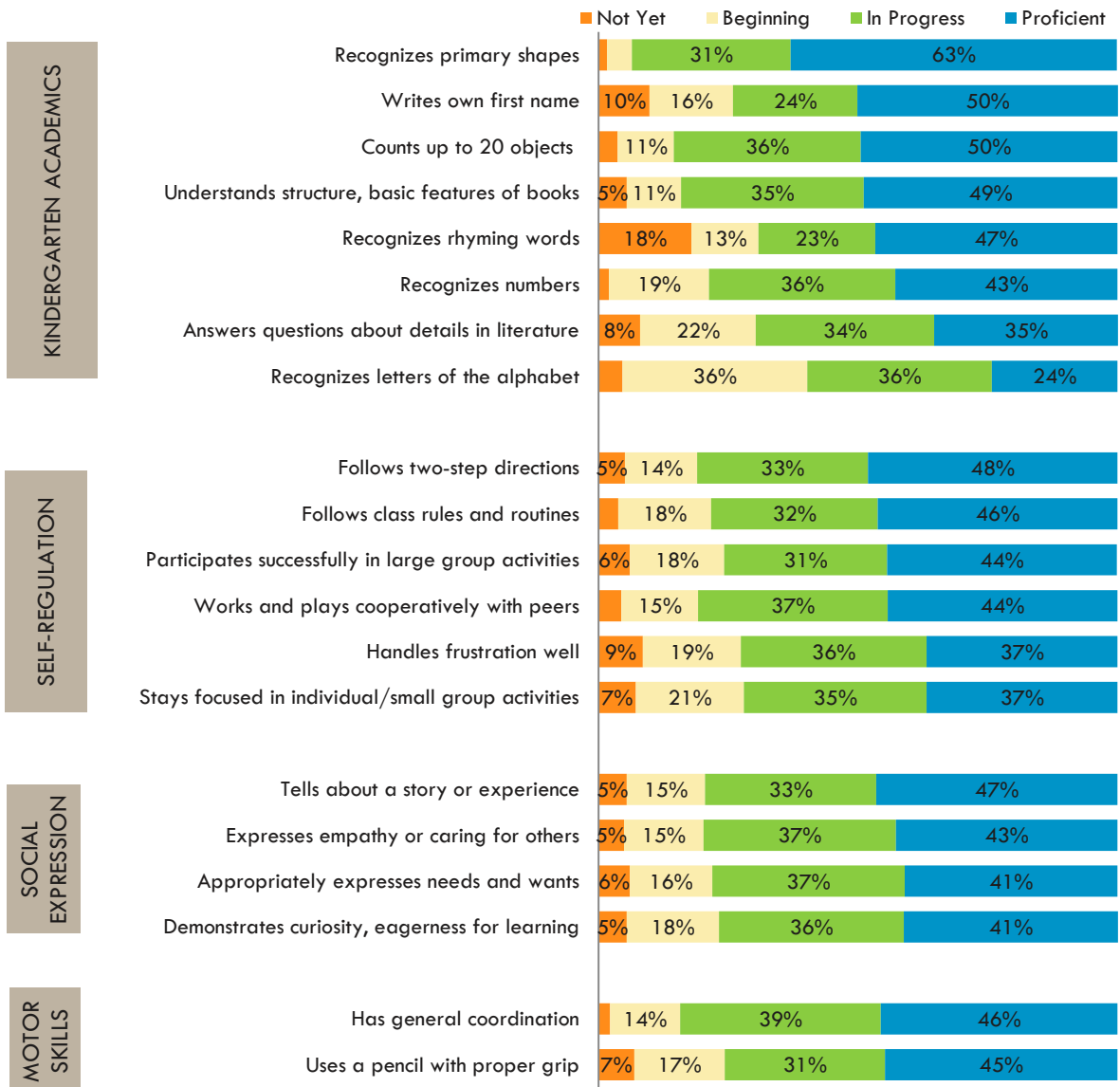
Source: Kindergarten Observation Form, Parent Information Form (2017). N=316.

Kindergarten Readiness and Top Predictors

Children’s Proficiency in Kindergarten Readiness Skills

The following pages describe children’s readiness for kindergarten in Siskiyou County. As shown in the figure below, students in this sample entered kindergarten with proficiency in shape recognition (63%), writing own first name (50%), but had less proficiency in letter recognition (24%) and answering key details about a story (35%), pointing to a need for early literacy support in the community.

Figure 18. STUDENTS’ PROFICIENCY LEVELS ACROSS 20 SCHOOL READINESS SKILLS

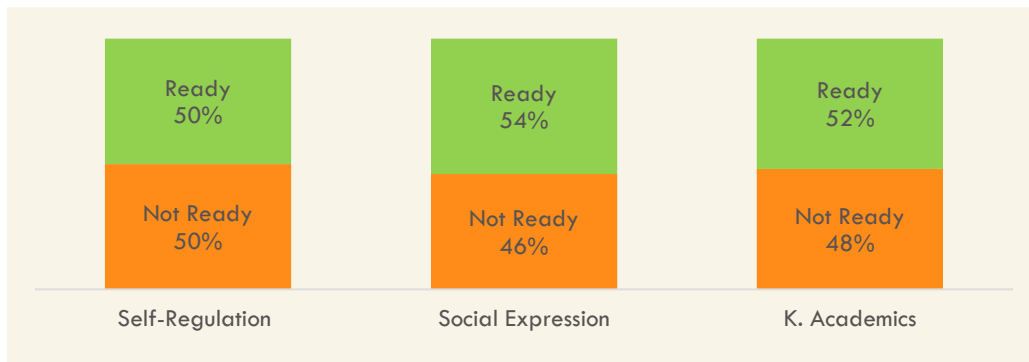


Source: Kindergarten Observation Form (2017). N=297-318. Note: Scores range from 1 (Not Yet) to 4 (Proficient). Percentages may not sum to 100 due to rounding. Proportions of less than 5% are not labeled. Scores were omitted for students for whom language barriers were a concern. The 33 children in transitional kindergarten have been removed from this analysis because they may be up to 12 months younger than the kindergarten sample, and are less ready than their kindergarten peers.

Children’s Overall Readiness for Kindergarten

Across three large longitudinal studies involving the Kindergarten Observation Form, researchers found that an average readiness score of 3.25 out of 4.00 is the threshold above which about 70% of children will be reading at grade level by third grade; below 3.25, only about 15% of children will be proficient readers at third grade. Therefore, the mean score of 3.25 is the benchmark above which children are considered “fully ready” for kindergarten. The figure below shows the percentage of students in each *Building Block* who had average readiness scores greater than 3.25. Overall readiness was fairly similar across the *Building Blocks*, with 52% of students being fully ready for kindergarten in the area of *Kindergarten Academics*, 54% being fully ready in the area of *Social Expression*, and 50% being fully ready in the area of *Self-Regulation*.

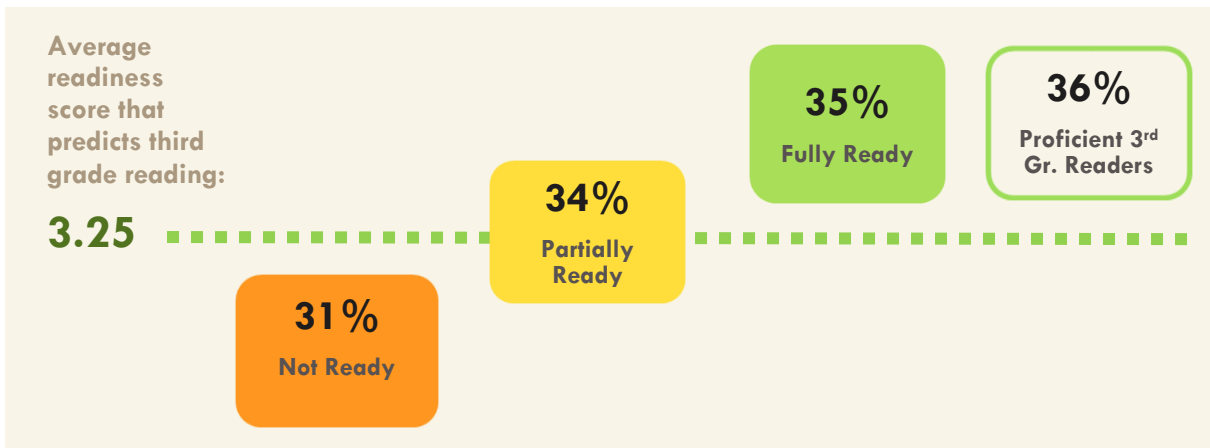
Figure 19. PERCENTAGE OF CHILDREN READY FOR KINDERGARTEN, BY BUILDING BLOCK



Source: Kindergarten Observation Form (2017). N=313-318.

How does readiness look across all three Building Blocks? Students were considered *Fully Ready* for kindergarten if they scored at or above 3.25 out of 4.00 on all three *Building Blocks*, and *Partially Ready* if they scored at or above 3.25 in one or two *Building Blocks*, and considered *Not Ready* if they did not have scores at or above 3.25 in any of the three *Building Blocks*. Using these criteria, **35%** of the 313 kindergarten students assessed in Siskiyou County were *Fully Ready* for kindergarten. By comparison, 36% of Siskiyou County third graders were proficient readers in 2017, highlighting the incredibly close link between kindergarten readiness and third grade reading proficiency.

Figure 20. PERCENTAGE OF CHILDREN READY FOR KINDERGARTEN, ACROSS ALL THREE BUILDING BLOCKS



Source: Kindergarten Observation Form (2017). N=313. California Department of Education, CAASP results for 2017.

Characteristics of Students who are Ready for Kindergarten

The figure presents the demographic, educational, and family characteristics of the kindergarten students considered *Fully Ready*, *Partially Ready*, and *Not Ready*, as compared to the overall sample of students assessed. Larger differences between Fully Ready and Not Ready percentages (e.g., gender, family income) identify the factors that are correlated with kindergarten readiness. It must be noted however that such factors often ‘co-vary’ or are present in combination; the analyses in the next section isolate the associations between each individual factor and kindergarten readiness.



As seen in the table below, comparing the fully ready children to the not ready children, fully ready children were more likely to: be girls, white, aged between 5.5 and 6.0 years old, and not an English Learner; not have special needs; have family incomes higher than \$35,000 per year and college educated mothers; not be in a single parent household; and have had formal early childhood education experiences prior to kindergarten, such as center-based care, licensed family day care or transitional kindergarten.

Figure 21. DEMOGRAPHIC PROFILE OF READY AND LESS-READY KINDERGARTEN STUDENTS

| Factor | Classification | All Students* | Not Ready Children | Partially Ready | Fully Ready Children |
|------------------------|--------------------------------|---------------|--------------------|-----------------|----------------------|
| GENDER | Female | 51% | 39% | 57% | 58% |
| RACE/ETHNICITY | White | 58% | 54% | 54% | 69% |
| | Hispanic/Latino | 15% | 12% | 21% | 10% |
| | Multi-ethnic | 10% | 7% | 11% | 11% |
| | Native American | 6% | 9% | 6% | 5% |
| | Asian American | 4% | 7% | 2% | 2% |
| AGE | Younger than 5.5 years | 59% | 71% | 62% | 46% |
| | Between 5.5 and 6.0 years | 36% | 24% | 32% | 51% |
| | 6.0 years and older | 5% | 5% | 6% | 3% |
| EDUCATION | English Learner | 5% | 7% | 7% | 0% |
| | Special Needs | 9% | 19% | 8% | 2% |
| FAMILY CHARACTERISTICS | Family Income Under \$35K | 48% | 59% | 45% | 41% |
| | Mother has Assoc./Bach. Degree | 34% | 21% | 31% | 46% |
| | Single Parent Household | 24% | 37% | 19% | 19% |
| FORMAL ECE | Any Prior Formal ECE ** | 76% | 60% | 75% | 85% |
| | Family Child Care Home | 6% | 6% | 5% | 7% |
| | Transitional Kindergarten | 23% | 14% | 21% | 27% |

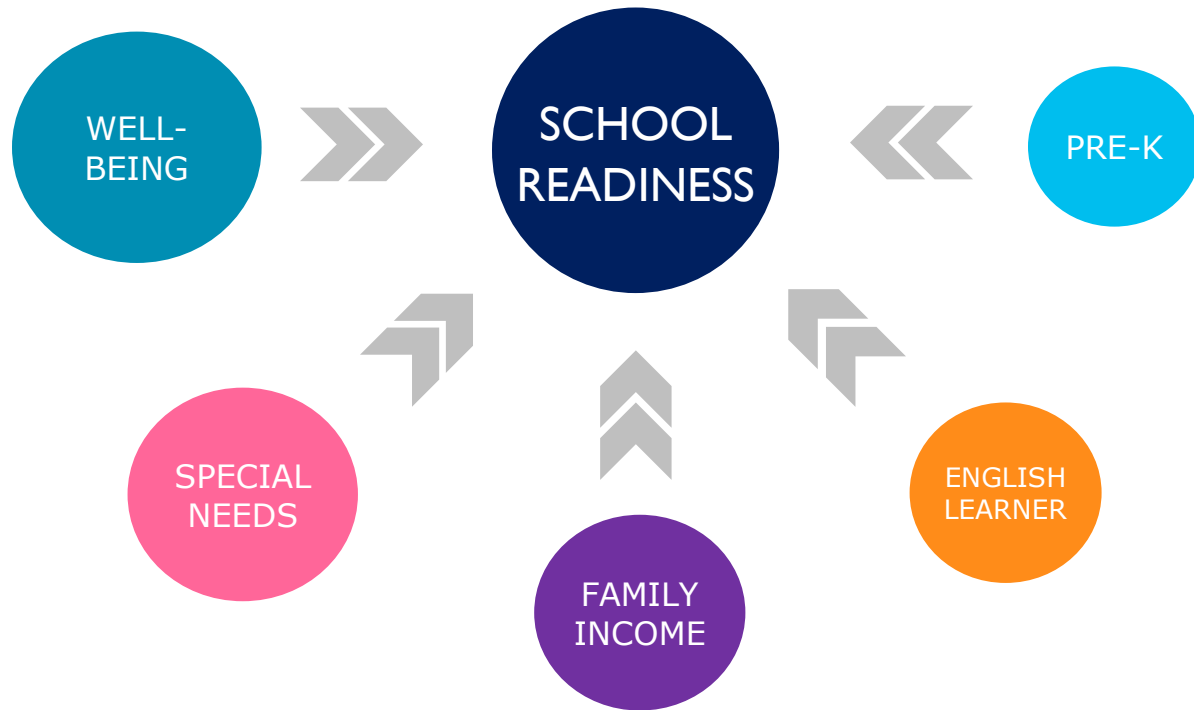
Source: Kindergarten Observation Form (2017). N=313. Not Ready N=98; Partially Ready N=107; Fully Ready N=108.*Does not include TK students. **Includes center based care, licensed family child care homes, and Transitional Kindergarten.

The unique effect of each factor was then measured using a multivariate regression analysis (see next page).

What Factors are Independently Associated with Kindergarten Readiness?

A multivariate regression model was used to determine the factors that have the strongest *independent* influence on kindergarten readiness in Siskiyou County, over and above the influence of other related factors. These factors are illustrated in the figure below, in order of the strength of the association: *child well-being, special needs, family income, English Learner status, and prior pre-K experience* such as Head Start, preschool, licensed family child care, or Transitional Kindergarten (TK).

Figure 22. KEY PREDICTORS OF OVERALL SCHOOL READINESS (IN ORDER OF STRENGTH)



Source: Kindergarten Observation Form (2017), Parent Information Form (2017). Multivariate linear regression with nine factors, controlling for school effects. The overall model accounted for 32% of variance ($R^2 = .32$).

HEALTH AND WELL-BEING

The strongest predictor of kindergarten readiness in Siskiyou County was **child health and well-being**. Although there were relatively few children who had health and well-being issues, those who were perceived by their teachers to be **frequently tired** had readiness levels that were much lower than their peers without well-being concerns. First 5 Siskiyou can address health and well-being by:

- Developing targeted messaging for parents about the incredible importance of sending children to school well-rested, using strategies such as regular bedtime routines and adequate “wake-up” time prior to school in the morning
- Continuing to promote good nutrition and physical activities for families
- Helping connect families to a medical homes

SPECIAL NEEDS

The second strongest predictor of readiness was the presence of **special needs**. As seen earlier in this report, speech/language impairment was the most common special need (experienced by 9% of children in the sample), followed by emotional/behavior disorder or disturbance (3%), ADD/ADHD (3%), Autism (2%), and visual or hearing impairment (2%). This finding points to the need for screenings (physical and developmental) before children enter kindergarten so needs can be identified and children's needs can be addressed. In many cases, early detection can help ameliorate the severity of such needs. First 5 Siskiyou can play a vital role in helping children 0-5 by:

- ▶ Continuing to promote early hearing, vision, oral and developmental screenings
- ▶ Continuing to help families find services if special needs are identified

FAMILY INCOME

The third strongest predictor of kindergarten readiness was family income. Children whose **family income** was at least \$35,000 were more ready for kindergarten than children from families earning less than \$35,000. While First 5 Siskiyou may not be able to directly address family income, it can:

- ▶ Continue to ensure that its services are reaching populations earning less than \$35,000 per year
- ▶ Expand First 5 Siskiyou's reach so that more lower income families are connected to the health and social services they may be eligible for, such as CalFresh, Medi-Cal, and Earned Income Tax Credit (EITC)

ENGLISH LEARNER

The fourth strongest predictor of kindergarten readiness was **English Learner** status, in that children who were rated by their teachers as English Learners were *less likely* to be ready for kindergarten. This does not mean that bilingualism has an adverse effect on school success (in fact, research has shown the contrary), but rather, EL status is likely a proxy for the language barriers children and families face, and the consequent lack of access to health, education and social services, and economic opportunities. As with income, First 5 Siskiyou may not be able to directly address English language capabilities of families, but it can do things such as:

- ▶ Increase outreach to such families whose primary language is not English (in Siskiyou County, these are most likely Spanish-speaking families)
- ▶ Continue to provide parent education in parents' preferred languages
- ▶ Continue to connect linguistically isolated families to health, education, and social services
- ▶ Help connect their children to enriching early education opportunities in both languages so children become acclimated to English-speaking peers and settings

PRE-K EXPERIENCE

The fifth strongest predictor of kindergarten readiness in Siskiyou County was prior early education experience. Children whose parents or teachers reported they had at least some **formal early childhood education experience (ECE)**—Head Start, preschool, licensed family child care, or Transitional Kindergarten (TK)—in the prior year had higher readiness scores than children without any experience. First 5 Siskiyou can play a critical role by:

- ▶ Continuing to help families find quality child care (center or family-based) in the county
- ▶ Helping boost the quality of licensed child care settings by providing education opportunities for child care providers, offering complimentary services in such settings including physical and developmental screenings, parent education, free literacy materials, and enrichment activities and special presentations
- ▶ Continuing to provide other activities that enhance early learning, such as:
 - Summer kinder bridge programs for those children who are not able to participate in preschool prior to kindergarten
 - Imagination Library (free children’s book mailed to the home each month)
 - Playgroups in which parents bring their children for guided early learning and socialization activities
 - Reach Out and Read book giveaway program offered through medical providers
 - Outreach to informal child care providers (Family Friend and Neighbors or FFN) and offer skill building and connections to help them support the children in their care



First 5 Siskiyou Activities and Kindergarten Readiness

This study also sought to investigate whether there was any relationship between participation in First 5 Siskiyou services and kindergarten readiness. First 5 services offered in the county include parent education, home visiting, playgroups, and family resource centers. As seen below, of the 232 students with definitive data, 127 or 55% of students in the fall 2017 sample had participated in First 5 Siskiyou programs prior to kindergarten.

Figure 23. PARTICIPATION IN FIRST 5 SISKIYOU PROGRAMS, 2017

| | Number of Students |
|--|--------------------|
| Any First 5 program participation | 127 |
| First 5 play groups | 90 |
| First 5 Family Resource Centers | 48 |
| First 5 home visiting | 45 |
| First 5 parenting classes | 41 |
| No First 5 program participation | 105 |
| TOTAL | 232 |

Source: Kindergarten Observation Form, Parent Information Form (2017).

Next, ASR sought to determine how families in the sample who engaged in First 5 services might look similar to or different from other families, on the “readiness” factors that matter most. The table below shows that First 5 families and non-First 5 families are fairly similar on some factors, like health and well-being and use of formal early childhood education, but First 5 families are slightly more likely to have children diagnosed with a special need and less likely to have a child who is an English Learner. The most pronounced difference between First 5 and non-First 5 families is evident in family income, which is the third strongest determinant of kindergarten readiness; First 5 families in the school readiness sample are much more likely to be lower income than non-First 5 families.

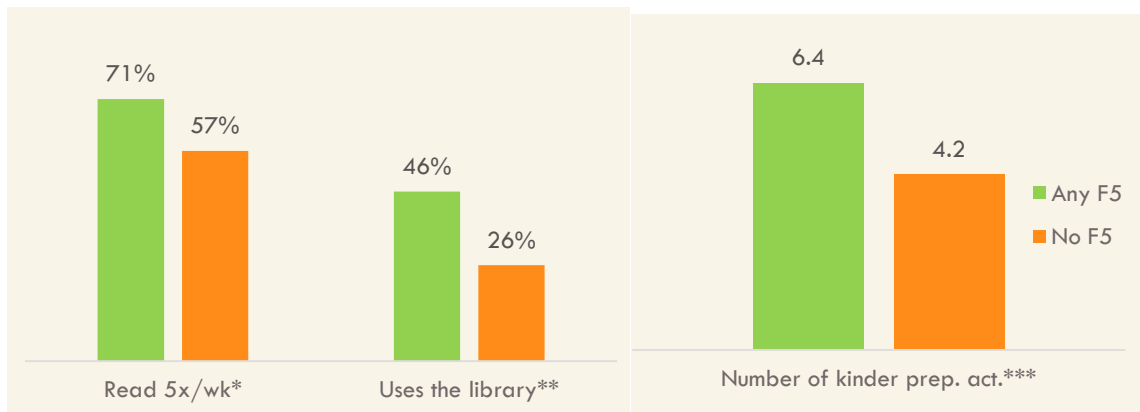
Figure 24. DIFFERENCES BETWEEN FIRST 5 FAMILIES AND NON-FIRST 5 FAMILIES ON KEY READINESS PREDICTORS

| Factor | Classification | All Students* | First 5 | No First 5 |
|-----------------------|---|---------------|---------|------------|
| HEALTH AND WELL-BEING | Tired on at least some days | 29% | 27% | 32% |
| SPECIAL NEEDS | Has a diagnosed special need | 10% | 9% | 11% |
| FAMILY INCOME | Family earns under \$35,000 per year | 44% | 49% | 38% |
| ENGLISH LEARNER | Child is an English Learner | 5% | 2% | 8% |
| FORMAL ECE | Child attended preschool, licensed child care | 83% | 84% | 81% |

Source: Kindergarten Observation Form, Parent Information Form (2017). First 5 vs non F5 N=232. *Only includes participants with valid data on First 5 participation.

We found that despite socio-economic disadvantage, First 5-linked families were significantly more likely to carry out some activities that are *precursors* to kindergarten readiness, such as reading to their children at least 5 times a week, using the library, and engaging in kindergarten preparation activities (e.g., learning about what will be required in kindergarten, and visiting their child’s eventual elementary school). Appendix 3 presents additional data cross-tabulated by First 5 participation.

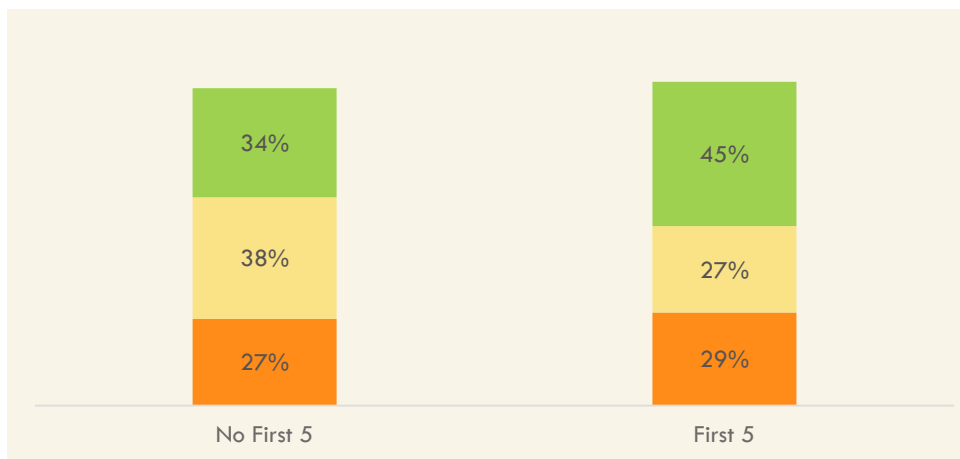
Figure 25. DIFFERENCES BETWEEN FIRST 5 FAMILIES AND NON-FIRST 5 FAMILIES ON KEY ACTIVITIES THAT ARE PRECURSORS TO KINDERGARTEN READINESS



Source: Kindergarten Observation Form, Parent Information Form (2017). N=232 ***Statistically significant, $p < .001$; **statistically significant, $p < .01$; *statistically significant, $p < .05$.

Finally, the analysis revealed that First 5 participants were more likely to be fully ready (45%) for kindergarten than non-participants (34%), even after adjusting for demographic differences between the two groups. Statistically speaking, the difference was marginally significant ($p = < .10$).

Figure 26. KINDERGARTEN READINESS DIFFERENCES BETWEEN CHILDREN WHO PARTICIPATED IN FIRST 5 SISKIYOU SERVICES AND NON-PARTICIPANTS



Source: Kindergarten Observation Form, Parent Information Form (2017). N=232 marginally significant $p < .10$.

Summary and Implications

The 2017 Siskiyou County School Readiness Assessment measured the school readiness levels of entering kindergarten students throughout the county and surveyed their parents on the family's background and the child's early experiences. Among kindergartners entering school in 2017, 35% were fully ready for school across domains of readiness (*Self-Regulation, Social Expression, and Kindergarten Academics*), 31% were not ready in any domain of readiness, and the remaining 34% were ready in one or two domains. By comparison, 36% of Siskiyou County third graders were proficient readers in 2017, highlighting the incredibly close link between kindergarten readiness (35%) and third grade reading proficiency.

School readiness in Siskiyou County was significantly and independently predicted by child age, family income, gender, maternal education, the presence of special needs, and preschool attendance, holding constant an array of other child and family factors. Many of the significant contributors to readiness for children were related to the child's early environment. For example:

- ▶ Higher family socioeconomic status (SES) was a strong predictor of higher readiness. Other studies have similarly found income and maternal education to be predictive of kindergarten readiness (e.g., Crosnoe & Cooper, 2010; Isaacs, 2012). Some research has found that this association is partly due to more positive and stimulating developmental contexts experienced by children raised in higher SES families (Brooks-Gunn & Duncan, 1997; Guryan, Hurst, & Kearney, 2008; Kalil & Ryan, 2010).
- ▶ Children were more ready for school if they were healthy and well-rested, highlighting the importance of healthy home practices, like regular bedtime routines, and access to health care services.
- ▶ Children's direct exposure to enriching environments was significantly associated with higher readiness. More specifically, children who attended formal early childhood education were more likely to be ready for school. These findings are in line with the results of other studies on the links between school readiness and exposure to preschool (Camilli, Vargas, Ryan, & Barnett, 2010; Elango, Garcia, Heckman, & Hojman, 2015).
- ▶ The study also found a significant positive association between First 5 program participation and exposure to enriching experiences, suggesting a positive, albeit indirect contribution of First 5 to school readiness in the county.

The findings from this study support the implementation of interventions that enrich the early childhood experiences of children in Siskiyou County, including First 5's investments. They point to the need for enriching experiences and support services, particularly for children and parents living in low-SES families, including home visiting, parent education, playgroups, and programs offered by First 5's family resource center. Research shows that investing in high-quality birth-to-five programs yields substantial long-term benefits for children and their communities (Cunha, Heckman, Lochner, & Masterov, 2006; Heckman, 2008; Heckman & Masterov, 2007). With high returns on investment, early childhood programs are a wise approach for improving school readiness and building a healthy, thriving community.

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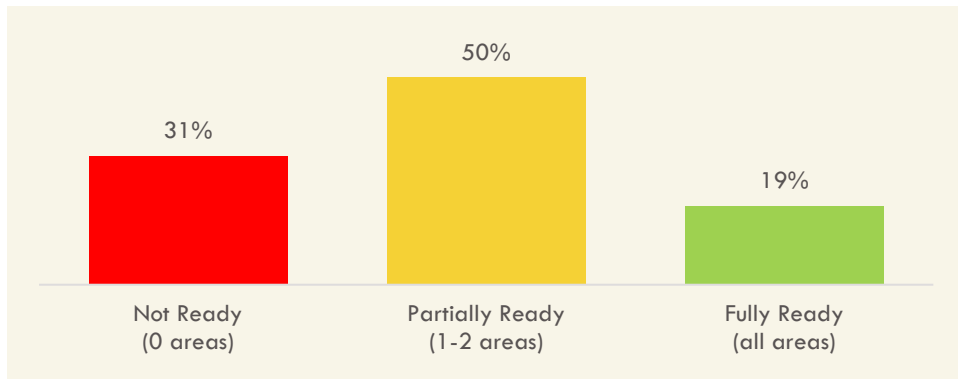
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Appendix I — Transitional Kindergarten

Kindergarten Readiness Amongst TK Students

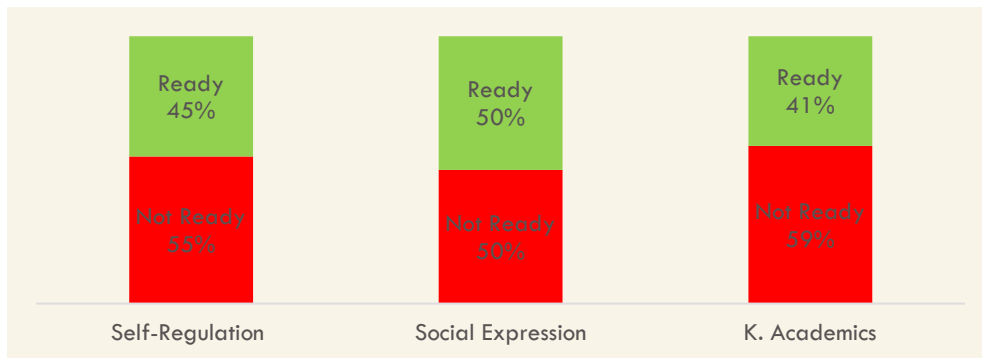
Two of the classes in the sample, comprised of 32 students, were for Transitional Kindergarten, and the charts below detail their results. Using the same criteria described above, 19% of the TK sample were Fully Ready for kindergarten.

Figure 27. PERCENTAGE OF TK CHILDREN IN THE SAMPLE WHO WERE READY FOR KINDERGARTEN



Source: Kindergarten Observation Form (2017); N=32.

Figure 28. PERCENTAGE OF TK STUDENTS READY WITHIN EACH BUILDING BLOCK



Source: Kindergarten Observation Form (2017); N=32-33.

Appendix 2 — Parent Information Form Responses

| 4. What is your relationship to this child? | | |
|---|-----------|---------|
| | Frequency | Percent |
| Mother | 197 | 85.3 |
| Father | 18 | 7.8 |
| Grandparent | 10 | 4.3 |
| Foster parent | 1 | 0.4 |
| Other | 5 | 2.2 |
| Total | 231 | 100.0 |

| 5. In the last 12 months, what kinds of regular childcare/preschool experiences did your child have? | | |
|--|-----------|---------|
| | Frequency | Percent |
| Transitional Kindergarten | 70 | 22.7 |
| Head Start | 61 | 19.8 |
| State funded preschool | 53 | 17.2 |
| Other licensed preschool or child care center | 72 | 23.4 |
| Licensed family child care home | 18 | 5.8 |
| Short-term summer pre-k program | 70 | 22.7 |
| Other | 8 | 2.6 |
| Family/friend/neighbor | 54 | 17.5 |
| At home with parent | 82 | 26.6 |
| Total | 308 | 100.0 |

Multiple response question. Respondents could indicate more than one ECE experience.

| 6a. Did you get the following kinds of information prior to your child entering kindergarten? | | |
|---|-----------|---------|
| General information about the skills all children need for kindergarten | | |
| | Frequency | Percent |
| Yes | 182 | 79.5 |
| No | 47 | 20.5 |
| Total | 229 | 100.0 |

**6b. Did you get the following kinds of information prior to your child entering kindergarten?
Specific information about how you could help your child develop the skills to be ready for kindergarten**

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 176 | 76.9 |
| No | 53 | 23.1 |
| Total | 229 | 100.0 |

**6c. Did you get the following kinds of information prior to your child entering kindergarten?
Specific information about how ready your child was for kindergarten**

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 156 | 68.4 |
| No | 72 | 31.6 |
| Total | 228 | 100.0 |

**6d. Did you get the following kinds of information prior to your child entering kindergarten?
Information about how and when to register your child for school**

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 208 | 91.2 |
| No | 20 | 8.8 |
| Total | 228 | 100.0 |

7. In last 12 months, which of the following did you do to help your child prepare for kindergarten?

| | Frequency | Percent |
|--|-----------|---------|
| Attended a parent meeting or orientation | 156 | 67.2 |
| Visited the elementary school with your child | 199 | 85.8 |
| Met your child's kindergarten teacher | 189 | 81.5 |
| Worked with your child on school skills | 194 | 83.6 |
| Read books or watched videos about kindergarten with your child | 115 | 49.6 |
| Read books or articles about your child's transition to school | 71 | 30.6 |
| Asked child's child care/preschool provider questions about kindergarten | 104 | 44.8 |

7. In last 12 months, which of the following did you do to help your child prepare for kindergarten?

| | | |
|--|-----|-------|
| Asked child's child care/preschool provider whether child was ready for kindergarten | 100 | 43.1 |
| Participated in play groups | 78 | 33.6 |
| Participated in library story time | 39 | 16.8 |
| None of these | 1 | 0.4 |
| Total | 232 | 100.0 |

Multiple response question. Respondents could indicate more than one activity completed to prepare their child for kindergarten.

8a. In a typical week, how often do you or any other family member:

Read for more than five minutes

| | Frequency | Percent |
|-------|-----------|---------|
| 0 | 5 | 2.2 |
| 1 | 4 | 1.7 |
| 2 | 15 | 6.5 |
| 3 | 27 | 11.6 |
| 4 | 31 | 13.4 |
| 5 | 75 | 32.3 |
| 6 | 14 | 6.0 |
| 7 | 61 | 26.3 |
| Total | 232 | 100.0 |

8b. In a typical week, how often do you or any other family member: Tell stories or sing songs

| | Frequency | Percent |
|-------|-----------|---------|
| 0 | 12 | 5.2 |
| 1 | 5 | 2.2 |
| 2 | 15 | 6.5 |
| 3 | 29 | 12.5 |
| 4 | 19 | 8.2 |
| 5 | 44 | 19.0 |
| 6 | 7 | 3.0 |
| 7 | 101 | 43.5 |
| Total | 232 | 100.0 |

8c. In a typical week, how often do you or any other family member: Household chores or pet care

| | Frequency | Percent |
|-------|-----------|---------|
| 0 | 8 | 3.4 |
| 1 | 7 | 3.0 |
| 2 | 13 | 5.6 |
| 3 | 23 | 9.9 |
| 4 | 18 | 7.8 |
| 5 | 38 | 16.4 |
| 6 | 5 | 2.2 |
| 7 | 120 | 51.7 |
| Total | 232 | 100.0 |

8d. In a typical week, how often do you or any other family member: Play games or do puzzles

| | Frequency | Percent |
|-------|-----------|---------|
| 0 | 10 | 4.3 |
| 1 | 12 | 5.2 |
| 2 | 43 | 18.5 |
| 3 | 37 | 15.9 |
| 4 | 28 | 12.1 |
| 5 | 32 | 13.8 |
| 6 | 12 | 5.2 |
| 7 | 58 | 25.0 |
| Total | 232 | 100.0 |

8e. In a typical week, how often do you or any other family member: Do arts or crafts

| | Frequency | Percent |
|-------|-----------|---------|
| 0 | 17 | 7.3 |
| 1 | 30 | 12.9 |
| 2 | 40 | 17.2 |
| 3 | 43 | 18.5 |
| 4 | 25 | 10.8 |
| 5 | 44 | 19.0 |
| 6 | 4 | 1.7 |
| 7 | 29 | 12.5 |
| Total | 232 | 100.0 |

8f. In a typical week, how often do you or any other family member: Play a sport or exercise

| | Frequency | Percent |
|-------|-----------|---------|
| 0 | 7 | 3.0 |
| 1 | 4 | 1.7 |
| 2 | 15 | 6.5 |
| 3 | 36 | 15.5 |
| 4 | 21 | 9.1 |
| 5 | 53 | 22.8 |
| 6 | 18 | 7.8 |
| 7 | 77 | 33.2 |
| 9 | 1 | 0.4 |
| Total | 232 | 100.0 |

9. What time does your child usually go to bed on a week night? (Please mark only one response.)

| | Frequency | Percent |
|------------|-----------|---------|
| Before 8pm | 38 | 16.6 |
| 8pm | 72 | 31.4 |
| 8:30pm | 63 | 27.5 |
| 9pm | 36 | 15.7 |
| 9:30pm | 9 | 3.9 |
| 10pm | 9 | 3.9 |
| 10:30pm | 1 | 0.4 |
| 11pm | 1 | 0.4 |
| Total | 229 | 100.0 |

10. About how many total hours a day does your child watch television, play video games, or watch videos or play games on a cellphone, tablet, or computer? On a typical weekday:

| | Frequency | Percent |
|------------------|-----------|---------|
| Less than 1 hour | 23 | 10.8 |
| 1 hour | 97 | 45.5 |
| 2 hours | 62 | 29.1 |
| 3 hours | 21 | 9.9 |
| 4 hours or more | 10 | 5.5 |
| Total | 213 | 100.0 |

11. About how many total hours a day does your child watch television, play video games, or watch videos or play games on a cellphone, tablet, or computer? On a typical Saturday or Sunday:

| | Frequency | Percent |
|------------------|-----------|---------|
| Less than 1 hour | 9 | 4.1 |
| 1 hour | 44 | 19.8 |
| 2 hours | 67 | 30.2 |
| 3 hours | 44 | 19.8 |
| 4 hours or more | 58 | 26.1 |
| Total | 222 | 100.0 |

12. What kinds of parenting activities or services have you received?

| | Frequency | Percent |
|---|-----------|---------|
| Home visits (e.g. Early Head Start, Nurse Family Partnership, Welcome Home Baby) | 45 | 19.4 |
| Family/Community Resource Center | 48 | 20.7 |
| Free children's books (Dolly Parton Imagination Library, doctor's office, WIC, FRC) | 89 | 38.4 |
| Parenting classes/workshops (e.g. Make Parenting a Pleasure, Nurturing Parenting Program) | 41 | 17.7 |
| Play group programs | 90 | 38.8 |
| Parenting websites or social media | 51 | 22.0 |
| None of these | 88 | 37.9 |
| Total | 232 | 100.0 |

Multiple response question. Respondents could indicate more than one parenting activity or service received.

13. In the last 12 months, what types of local community resources have you used with your child?

| | Frequency | Percent |
|---|-----------|---------|
| Arts/music programs | 47 | 20.3 |
| Museums | 63 | 27.2 |
| Libraries | 85 | 36.6 |
| Parks | 196 | 84.5 |
| Fairs (children's, county) | 161 | 69.4 |
| Recreational activities, camps, or sports | 156 | 67.2 |
| Farmers market | 81 | 34.9 |
| None of the above | 8 | 3.4 |
| Other (please specify) | 11 | 4.7 |
| Total | 232 | 100.0 |

Multiple response question. Respondents could indicate more than one type of local community resource they utilized with their child.

14a. Please tell us how much you agree or disagree with the following statements.

I have someone who can watch my child when I need to run an errand

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 18 | 7.9 |
| Disagree | 41 | 18 |
| Agree | 85 | 37.3 |
| Strongly agree | 84 | 36.8 |
| Total | 228 | 100.0 |

14b. Please tell us how much you agree or disagree with the following statements.

I can find someone to talk to when I need advice about how to raise my child

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 8 | 3.5 |
| Disagree | 9 | 3.9 |
| Agree | 106 | 46.5 |
| Strongly agree | 105 | 46.1 |
| Total | 228 | 100.0 |

14c. Please tell us how much you agree or disagree with the following statements.

I know how to help my child learn

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 2 | 0.9 |
| Disagree | 6 | 2.7 |
| Agree | 104 | 46.2 |
| Strongly agree | 113 | 50.2 |
| Total | 225 | 100.0 |

14d. Please tell us how much you agree or disagree with the following statements.

I would know where to go for help if my family needed food or housing

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 8 | 3.6 |
| Disagree | 15 | 6.7 |
| Agree | 99 | 44.0 |
| Strongly agree | 103 | 45.8 |
| Total | 225 | 100.0 |

14e. Please tell us how much you agree or disagree with the following statements.

I would know where to go for help if I had trouble making ends meet (e.g. paying bills, rent)

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 11 | 4.9 |
| Disagree | 14 | 6.2 |
| Agree | 105 | 46.7 |
| Strongly agree | 95 | 42.2 |
| Total | 225 | 100.0 |

14f. Please tell us how much you agree or disagree with the following statements.

I would know where to go for help if I needed help finding a job

| | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly disagree | 10 | 4.4 |
| Disagree | 9 | 4.0 |
| Agree | 104 | 46.2 |
| Strongly agree | 102 | 45.3 |
| Total | 225 | 100.0 |

15a. Thinking about the past month, how much of the time have you felt:

Your child is much harder to care for than most children

| | Frequency | Percent |
|---------------|-----------|---------|
| Rarely | 177 | 77.6 |
| Sometimes | 42 | 18.4 |
| Often | 5 | 2.2 |
| Almost Always | 4 | 1.8 |
| Total | 228 | 100.0 |

15b. Thinking about the past month, how much of the time have you felt:

Your child does things that really bother you a lot

| | Frequency | Percent |
|---------------|-----------|---------|
| Rarely | 156 | 68.7 |
| Sometimes | 65 | 28.6 |
| Often | 4 | 1.8 |
| Almost Always | 2 | 0.9 |
| Total | 227 | 100.0 |

15c. Thinking about the past month, how much of the time have you felt:**You are able to soothe your child when he/she is upset**

| | Frequency | Percent |
|---------------|-----------|---------|
| Rarely | 17 | 7.5 |
| Sometimes | 18 | 7.9 |
| Often | 38 | 16.7 |
| Almost Always | 154 | 67.8 |
| Total | 227 | 100.0 |

16a. In the last 12 months, how concerned have you been about the following things:**Health or health care issues**

| | Frequency | Percent |
|------------|-----------|---------|
| Not at all | 149 | 65.6 |
| A little | 50 | 22 |
| Moderately | 22 | 9.7 |
| Very | 6 | 2.6 |
| Total | 227 | 100.0 |

16b. In the last 12 months, how concerned have you been about the following things:**Money and paying the bills**

| | Frequency | Percent |
|------------|-----------|---------|
| Not at all | 109 | 47.8 |
| A little | 73 | 32 |
| Moderately | 34 | 14.9 |
| Very | 12 | 5.3 |
| Total | 228 | 100.0 |

16c. In the last 12 months, how concerned have you been about the following things:**Work-related stress**

| | Frequency | Percent |
|------------|-----------|---------|
| Not at all | 99 | 43.4 |
| A little | 76 | 33.3 |
| Moderately | 38 | 16.7 |
| Very | 15 | 6.6 |
| Total | 228 | 100.0 |

16d. In the last 12 months, how concerned have you been about the following things:**Problems with your spouse or partner**

| | Frequency | Percent |
|------------|-----------|---------|
| Not at all | 159 | 70.7 |
| A little | 46 | 20.4 |
| Moderately | 12 | 5.3 |
| Very | 8 | 3.6 |
| Total | 225 | 100.0 |

16e. In the last 12 months, how concerned have you been about the following things:**Access to food or ability to feed your child/family**

| | Frequency | Percent |
|------------|-----------|---------|
| Not at all | 189 | 82.9 |
| A little | 27 | 11.8 |
| Moderately | 7 | 3.1 |
| Very | 5 | 2.2 |
| Total | 228 | 100.0 |

16f. In the last 12 months, how concerned have you been about the following things:**Managing my child's behavior**

| | Frequency | Percent |
|------------|-----------|---------|
| Not at all | 131 | 57.5 |
| A little | 73 | 32.0 |
| Moderately | 15 | 6.6 |
| Very | 9 | 3.9 |
| Total | 228 | 100.0 |

17. When your child was born, did he/she weigh less than 5 pounds 8 ounces (2,500 grams)?

| | Frequency | Percent |
|------------|-----------|---------|
| Yes | 18 | 7.9 |
| No | 204 | 89.5 |
| Don't know | 6 | 2.6 |
| Total | 228 | 100.0 |

18. In the last 12 months, has your child received any of the following screenings:

| | Frequency | Percent |
|---|-----------|---------|
| Hearing | 162 | 69.8 |
| Vision | 174 | 75.0 |
| Dental | 178 | 76.7 |
| Developmental (e.g., Ages & Stages Questionnaire) | 78 | 33.6 |
| None of these | 17 | 7.3 |
| Total | 232 | 100.0 |

Multiple response question. Respondents could indicate more than one screening that their child received within the last 12 months.

19. If your child has a special need, please mark all physical or developmental special needs that your child has below:

| | Frequency | Percent |
|---|-----------|---------|
| Speech or language impairment | 21 | 9.1 |
| Autism | 5 | 2.2 |
| Emotional/behavior disorder or 'disturbance' | 6 | 2.6 |
| Attention Deficit and/or Hyperactivity Disorder - ADD or ADHD | 7 | 3.0 |
| Visual or hearing impairment | 5 | 2.2 |
| NONE | 143 | 61.6 |
| Other serious special needs: | 3 | 1.3 |
| Total | 232 | 100.0 |

Multiple response question. Respondents could indicate the presence of more than one special need for their child.

20. How did you learn that your child has special need(s)? (Please mark only one response.)

| | Frequency | Percent |
|---|-----------|---------|
| Professional diagnosis / assessment (e.g., by a doctor) | 18 | 64.3 |
| Your own diagnosis / assessment | 10 | 35.7 |
| Total | 28 | 100.0 |

21. Has your child received professional help for any special need (e.g., help from a pediatrician, school professional, therapist, regional center services)?

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 27 | 73.0 |
| No | 10 | 27.0 |
| Total | 37 | 100.0 |

22. Does your child have a regular doctor, pediatric provider or clinic?

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 224 | 98.7 |
| No | 3 | 1.3 |
| Total | 227 | 100.0 |

23. Does your child have a regular dentist?

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 189 | 82.9 |
| No | 39 | 17.1 |
| Total | 228 | 100.0 |

24. In the last 12 months, has your child had a dental exam?

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 186 | 82.7 |
| No | 39 | 17.3 |
| Total | 225 | 100.0 |

25. How many cavities has your child ever had?

| | Frequency | Percent |
|------------|-----------|---------|
| None | 112 | 49.3 |
| 1-2 | 46 | 20.3 |
| 3-4 | 27 | 11.9 |
| 5+ | 29 | 12.8 |
| Don't know | 13 | 5.7 |
| Total | 227 | 100.0 |

26. Has your child ever complained of mouth ache or toothache?

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 50 | 22.0 |
| No | 177 | 78.0 |
| Total | 227 | 100.0 |

27. What type of health insurance does your child have? (Please mark all that apply.)

| | Frequency | Percent |
|----------------------------------|-----------|---------|
| No insurance | 2 | 0.9 |
| Medi-Cal | 126 | 56.3 |
| Covered California | 15 | 6.7 |
| Insurance from parent's employer | 81 | 36.2 |
| Total | 224 | 100.0 |

29. What is the language your child hears MOST often at home? (Please mark only one response.)

| | Frequency | Percent |
|---------|-----------|---------|
| English | 224 | 96.6 |
| Spanish | 9 | 3.9 |
| Hmong | 2 | .9 |
| Other | 3 | 1.3 |
| Total | 232 | 100.0 |

Single response question. Some respondents marked more than one response.

30. Do you consider yourself to be a single parent/guardian?

| | Frequency | Percent |
|-------|-----------|---------|
| No | 176 | 76.5 |
| Yes | 54 | 23.5 |
| Total | 230 | 100.0 |

31. Have you or any other primary parent / guardian lost your job in the last 12 months?

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 33 | 14.2 |
| No | 199 | 85.8 |
| Total | 232 | 100.0 |

32. How many different places have you lived since your kindergarten child was born (including where you are currently living)? For example, if you have never moved, please mark 1; if you have moved once, please mark 2. (Please mark only one response.)

| | Frequency | Percent |
|-----------|-----------|---------|
| 1 | 90 | 39.1 |
| 2 | 79 | 34.3 |
| 3 | 31 | 13.5 |
| 4 | 17 | 7.4 |
| 5 or more | 13 | 5.7 |
| Total | 230 | 100.0 |

33. Have you and your kindergarten child been homeless together at any point since he or she was born?

| | Frequency | Percent |
|-------|-----------|---------|
| Yes | 10 | 4.4 |
| No | 218 | 95.6 |
| Total | 228 | 100.0 |

35. What is the highest education level the child's mother has completed?

| | Frequency | Percent |
|---------------------------------|-----------|---------|
| Less than 6th grade | 1 | 0.4 |
| Middle school (6th, 7th or 8th) | 4 | 1.7 |
| Some high school | 23 | 9.9 |
| High school (diploma) | 38 | 16.4 |
| Some college | 75 | 32.3 |
| Associate's degree (AA or AS) | 35 | 15.1 |
| Bachelor's degree (BA or BS) | 32 | 13.8 |
| Advanced degree | 17 | 7.3 |
| Don't know | 7 | 3.0 |
| Total | 232 | 100.0 |

36. What is your approximate family income per year?

| | Frequency | Percent |
|---------------------|-----------|---------|
| \$0 – \$14,999 | 36 | 15.9 |
| \$15,000 – \$34,999 | 64 | 28.2 |
| \$35,000 – \$49,999 | 42 | 18.5 |
| \$50,000 – \$74,999 | 34 | 15 |
| \$75,000 – \$99,999 | 19 | 8.4 |
| \$100,000 or more | 32 | 14.1 |
| Total | 227 | 100.0 |

Appendix 3 — First 5 Participants Compared to Non Participants

| | Number of Students Assessed, Fall 2017 |
|---------------------------------|--|
| Any First 5 | 127 |
| First 5 play groups | 90 |
| First 5 Family Resource Centers | 48 |
| First 5 home visiting | 45 |
| First 5 parenting classes | 41 |
| No First 5 | 105 |
| TOTAL | 232 |

Thinking about the past month, how much of the time have you felt:

Your child is much harder to care for than most children

| | Any First 5 | Home visiting | Family Resource Ctr | Parenting classes | Play groups | No First 5 |
|---------------|-------------|---------------|---------------------|-------------------|-------------|------------|
| Rarely | 73% | 73% | 56% | 61% | 75% | 83% |
| Sometimes | 24% | 24% | 35% | 32% | 24% | 12% |
| Often | 2% | 0% | 4% | 2% | 1% | 3% |
| Almost Always | 2% | 2% | 4% | 5% | 0% | 2% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

Thinking about the past month, how much of the time have you felt:

Your child does things that really bother you a lot

| | Any First 5 | Home visiting | Family Resource Ctr | Parenting classes | Play groups | No First 5 |
|---------------|-------------|---------------|---------------------|-------------------|-------------|------------|
| Rarely | 70% | 69% | 66% | 60% | 74% | 68% |
| Sometimes | 27% | 27% | 28% | 35% | 26% | 30% |
| Often | 2% | 2% | 4% | 3% | 0% | 1% |
| Almost Always | 1% | 2% | 2% | 3% | 0% | 1% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

Thinking about the past month, how much of the time have you felt:

You are able to soothe your child when he/she is upset

| | Any First 5 | Home visiting | Family Resource Ctr | Parenting classes | Play groups | No First 5 |
|---------------|-------------|---------------|---------------------|-------------------|-------------|------------|
| Rarely | 8% | 9% | 6% | 3% | 8% | 7% |
| Sometimes | 8% | 13% | 13% | 15% | 5% | 8% |
| Often | 15% | 11% | 11% | 20% | 14% | 19% |
| Almost Always | 69% | 67% | 70% | 63% | 74% | 67% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |

Readiness

| | No First 5 | First 5 |
|--|------------|---------|
| Fully Ready <i>(Marginally significant difference)</i> | 34% | 45% |
| Partially Ready | 38% | 27% |
| Not Ready | 27% | 29% |
| Total | 100% | 100% |

School

| | No First 5 | First 5 |
|-------------------|------------|---------|
| Big Springs | 1% | 4% |
| Butte Valley | 1% | 6% |
| Dunsmuir | 1% | 1% |
| Etna | 11% | 6% |
| Fort Jones | 7% | 9% |
| Grenada | 15% | 6% |
| Happy Camp | 6% | 7% |
| McCloud | 3% | 2% |
| Mt Shasta | 10% | 22% |
| Weed | 16% | 7% |
| Evergreen (Yreka) | 29% | 31% |
| Total | 100% | 100% |

Age

| | No First 5 | First 5 |
|---------------|------------|---------|
| Under 5.5 | 66% | 61% |
| 5.5 - 6.0 yrs | 30% | 36% |
| Over 6.0 | 4% | 2% |
| Total | 100% | 100% |

Child gender

| | No First 5 | First 5 |
|-------|------------|---------|
| Girl | 54% | 50% |
| Boy | 46% | 50% |
| Total | 100% | 100% |

| Special needs | | |
|----------------------|------------|---------|
| | No First 5 | First 5 |
| No special need | 89% | 91% |
| Special need | 11% | 9% |
| Total | 100% | 100% |

| Child race | | |
|------------------------|------------|---------|
| | No First 5 | First 5 |
| White | 60% | 69% |
| Latino | 11% | 12% |
| Indian/Native American | 6% | 5% |
| Multi | 17% | 12% |
| Other | 6% | 3% |
| Total | 100% | 100% |

| English Learner | | |
|------------------------|------------|---------|
| | No First 5 | First 5 |
| Not English Learner | 92% | 98% |
| English Learner | 8% | 2% |
| Total | 100% | 100% |

| Child indicated he/she was hungry | | |
|--|------------|---------|
| | No First 5 | First 5 |
| Rarely or almost never | 81% | 80% |
| On some days | 16% | 16% |
| On most days | 3% | 2% |
| Just about every day | 0% | 1% |
| Total | 100% | 100% |

| Child appeared tired | | |
|-----------------------------|------------|---------|
| | No First 5 | First 5 |
| Rarely or almost never | 69% | 73% |
| On some days | 26% | 22% |
| On most days | 4% | 2% |
| Just about every day | 2% | 3% |
| Total | 100% | 100% |

| Child was sick or ill | | |
|------------------------------|------------|---------|
| | No First 5 | First 5 |
| Rarely or almost never | 77% | 80% |
| On some days | 22% | 20% |
| On most days | 1% | 0% |
| Just about every day | 0% | 0% |
| Total | 100% | 100% |

| Child was absent | | |
|-------------------------|------------|---------|
| | No First 5 | First 5 |
| Rarely or almost never | 79% | 82% |
| On some days | 18% | 16% |
| On most days | 3% | 2% |
| Just about every day | 0% | 0% |
| Total | 100% | 100% |

| Child was tardy | | |
|------------------------|------------|---------|
| | No First 5 | First 5 |
| Rarely or almost never | 86% | 83% |
| On some days | 12% | 12% |
| On most days | 2% | 3% |
| Just about every day | 1% | 2% |
| Total | 100% | 100% |

| What is your relationship to this child? | | |
|---|------------|---------|
| | No First 5 | First 5 |
| Mother | 85% | 86% |
| Father | 10% | 6% |
| Grandparent | 6% | 3% |
| Foster parent | 0% | 1% |
| Other | 0% | 4% |
| Total | 100% | 100% |

| In the last 12 months, what kinds of regular childcare/preschool experiences did your child have? | | |
|--|------------|---------|
| | No First 5 | First 5 |
| Transitional Kindergarten | 40% | 21% |
| Head Start | 12% | 31% |
| State funded preschool | 20% | 25% |
| Other licensed preschool or child care center | 20% | 15% |
| Licensed family child care home | 5% | 9% |
| Short-term summer pre-k program | 33% | 17% |

Multiple response question. Respondents could indicate more than one ECE experience.

| Did you get the following kinds of information prior to your child entering kindergarten? | | |
|--|------------|---------|
| General information about the skills all children need for kindergarten | | |
| | No First 5 | First 5 |
| Yes | 76% | 82% |
| No | 24% | 18% |
| Total | 100% | 100% |

Did you get the following kinds of information prior to your child entering kindergarten?**Specific information about how you could help your child develop the skills to be ready for kindergarten**

| | No First 5 | First 5 |
|-------|------------|---------|
| Yes | 73% | 80% |
| No | 27% | 20% |
| Total | 100% | 100% |

Did you get the following kinds of information prior to your child entering kindergarten?**Specific information about how ready your child was for kindergarten**

| | No First 5 | First 5 |
|-------|------------|---------|
| Yes | 63% | 73% |
| No | 37% | 27% |
| Total | 100% | 100% |

Did you get the following kinds of information prior to your child entering kindergarten?**Information about how and when to register your child for school**

| | No First 5 | First 5 |
|-------|------------|---------|
| Yes | 90% | 92% |
| No | 10% | 8% |
| Total | 100% | 100% |

In last 12 months, which of the following did you do to help your child prepare for kindergarten?

| | No First 5 | First 5 |
|--|------------|---------|
| Attended a parent meeting or orientation | 60% | 73% |
| Visited the elementary school with your child | 79% | 91% |
| Met your child's kindergarten teacher | 74% | 87% |
| Worked with your child on school skills | 80% | 87% |
| Read books or watched videos about kindergarten with your child | 35% | 61% |
| Read books or articles about your child's transition to school | 26% | 35% |
| Asked child's child care/preschool provider questions about kindergarten | 31% | 56% |
| Asked child's child care/preschool provider whether child was ready for kindergarten | 29% | 55% |
| Participated in library story time | 8% | 24% |

Multiple response question. Respondents could indicate more than one activity completed to prepare their child for kindergarten.

In a typical week, how often do you or any other family member: Read for more than five minutes

| | No First 5 | First 5 |
|----------------------------|------------|---------|
| Less than 5 times per week | 43% | 29% |
| 5 times per week or more | 57% | 71% |
| Total | 100% | 100% |

In a typical week, how often do you or any other family member: Tell stories or sing songs

| | No First 5 | First 5 |
|----------------------------|------------|---------|
| Less than 5 times per week | 35% | 34% |
| 5 times per week or more | 65% | 66% |
| Total | 100% | 100% |

In a typical week, how often do you or any other family member: Household chores or pet care

| | No First 5 | First 5 |
|----------------------------|------------|---------|
| Less than 5 times per week | 29% | 31% |
| 5 times per week or more | 71% | 69% |
| Total | 100% | 100% |

In a typical week, how often do you or any other family member: Play games or do puzzles

| | No First 5 | First 5 |
|----------------------------|------------|---------|
| Less than 5 times per week | 61% | 52% |
| 5 times per week or more | 39% | 48% |
| Total | 100% | 100% |

In a typical week, how often do you or any other family member: Do arts or crafts

| | No First 5 | First 5 |
|----------------------------|------------|---------|
| Less than 5 times per week | 69% | 65% |
| 5 times per week or more | 31% | 35% |
| Total | 100% | 100% |

In a typical week, how often do you or any other family member: Play a sport or exercise

| | No First 5 | First 5 |
|----------------------------|------------|---------|
| Less than 5 times per week | 36% | 35% |
| 5 times per week or more | 64% | 65% |
| Total | 100% | 100% |

What time does your child usually go to bed on a week night? (Please mark only one response.)

| | No First 5 | First 5 |
|------------|------------|---------|
| Before 8pm | 14% | 19% |
| 8pm | 26% | 36% |
| 8:30pm | 28% | 27% |
| 9pm | 22% | 10% |
| 9:30pm | 3% | 5% |
| 10pm | 6% | 2% |
| 10:30pm | 0% | 1% |
| 11pm | 1% | 0% |
| Total | 100% | 100% |

About how many total hours a day does your child watch television, play video games, or watch videos**or play games on a cellphone, tablet, or computer? On a typical weekday:**

| | No First 5 | First 5 |
|------------------|------------|---------|
| 1 hour or less | 37% | 41% |
| More than 1 hour | 63% | 59% |
| Total | 100% | 100% |

About how many total hours a day does your child watch television, play video games, or watch videos**or play games on a cellphone, tablet, or computer? On a typical Saturday or Sunday:**

| | No First 5 | First 5 |
|------------------|------------|---------|
| 1 hour or less | 20% | 19% |
| More than 1 hour | 80% | 81% |
| Total | 100% | 100% |

What kinds of parenting activities or services have you received?

| | No First 5 | First 5 |
|---|------------|---------|
| Home visits (e.g. Early Head Start, Nurse Family Partnership, Welcome Home Baby) | 0% | 35% |
| Family/Community Resource Center | 0% | 38% |
| Free children's books (Dolly Parton Imagination Library, doctor's office, WIC, FRC) | 21% | 53% |
| Parenting classes/workshops (e.g. Make Parenting a Pleasure, Nurturing Parenting Program) | 0% | 32% |
| Play group programs | 0% | 71% |
| Parenting websites or social media | 10% | 32% |

Multiple response question. Respondents could indicate more than one parenting activity or service received.

In the last 12 months, what types of local community resources have you used with your child?

| | No First 5 | First 5 |
|---|------------|---------|
| Arts/music programs | 17% | 23% |
| Museums | 29% | 26% |
| Libraries | 26% | 46% |
| Parks | 83% | 86% |
| Fairs (children's, county) | 68% | 71% |
| Recreational activities, camps, or sports | 66% | 69% |
| Farmers market | 30% | 39% |

Multiple response question. Respondents could indicate more than one type of local community resource they utilized with their child.

Please tell us how much you agree or disagree with the following statements.**I have someone who can watch my child when I need to run an errand**

| | No First 5 | First 5 |
|-------------------|------------|---------|
| Strongly disagree | 5% | 10% |
| Disagree | 21% | 16% |
| Agree | 41% | 34% |
| Strongly agree | 33% | 40% |
| Total | 100% | 100% |

Please tell us how much you agree or disagree with the following statements.**I can find someone to talk to when I need advice about how to raise my child**

| | No First 5 | First 5 |
|-------------------|------------|---------|
| Strongly disagree | 4% | 3% |
| Disagree | 4% | 4% |
| Agree | 49% | 44% |
| Strongly agree | 43% | 48% |
| Total | 100% | 100% |

Please tell us how much you agree or disagree with the following statements.**I know how to help my child learn**

| | No First 5 | First 5 |
|-------------------|------------|---------|
| Strongly disagree | 0% | 2% |
| Disagree | 3% | 2% |
| Agree | 44% | 48% |
| Strongly agree | 53% | 48% |
| Total | 100% | 100% |

Please tell us how much you agree or disagree with the following statements.

I would know where to go for help if my family needed food or housing

| | No First 5 | First 5 |
|-------------------|------------|---------|
| Strongly disagree | 3% | 4% |
| Disagree | 3% | 10% |
| Agree | 52% | 38% |
| Strongly agree | 42% | 48% |
| Total | 100% | 100% |

Please tell us how much you agree or disagree with the following statements.

I would know where to go for help if I had trouble making ends meet (e.g. paying bills, rent)

| | No First 5 | First 5 |
|-------------------|------------|---------|
| Strongly disagree | 3% | 6% |
| Disagree | 3% | 9% |
| Agree | 54% | 41% |
| Strongly agree | 40% | 44% |
| Total | 100% | 100% |

Please tell us how much you agree or disagree with the following statements.

I would know where to go for help if I needed help finding a job

| | No First 5 | First 5 |
|-------------------|------------|---------|
| Strongly disagree | 3% | 6% |
| Disagree | 0% | 7% |
| Agree | 55% | 39% |
| Strongly agree | 42% | 48% |
| Total | 100% | 100% |

In the last 12 months, how concerned have you been about the following things:

Health or health care issues

| | No First 5 | First 5 |
|------------|------------|---------|
| Not at all | 70% | 62% |
| A little | 23% | 22% |
| Moderately | 7% | 12% |
| Very | 1% | 4% |
| Total | 100% | 100% |

In the last 12 months, how concerned have you been about the following things:**Money and paying the bills**

| | No First 5 | First 5 |
|------------|------------|---------|
| Not at all | 55% | 42% |
| A little | 26% | 37% |
| Moderately | 14% | 16% |
| Very | 5% | 6% |
| Total | 100% | 100% |

In the last 12 months, how concerned have you been about the following things:**Work-related stress**

| | No First 5 | First 5 |
|------------|------------|---------|
| Not at all | 47% | 40% |
| A little | 27% | 38% |
| Moderately | 20% | 14% |
| Very | 6% | 7% |
| Total | 100% | 100% |

In the last 12 months, how concerned have you been about the following things:**Problems with your spouse or partner**

| | No First 5 | First 5 |
|------------|------------|---------|
| Not at all | 75% | 67% |
| A little | 19% | 22% |
| Moderately | 3% | 7% |
| Very | 3% | 4% |
| Total | 100% | 100% |

In the last 12 months, how concerned have you been about the following things:**Access to food or ability to feed your child/family**

| | No First 5 | First 5 |
|------------|------------|---------|
| Not at all | 82% | 83% |
| A little | 13% | 11% |
| Moderately | 3% | 3% |
| Very | 2% | 2% |
| Total | 100% | 100% |

| In the last 12 months, how concerned have you been about the following things: | | |
|---|------------|---------|
| Managing my child's behavior | | |
| | No First 5 | First 5 |
| Not at all | 63% | 53% |
| A little | 29% | 34% |
| Moderately | 5% | 8% |
| Very | 3% | 5% |
| Total | 100% | 100% |

| When your child was born, did he/she weigh less than 5 pounds 8 ounces (2,500 grams)? | | |
|--|------------|---------|
| | No First 5 | First 5 |
| Yes | 7% | 9% |
| No | 92% | 87% |
| Don't know | 1% | 4% |
| Total | 100% | 100% |

| In the last 12 months, has your child received any of the following screenings: | | |
|--|------------|---------|
| | No First 5 | First 5 |
| Hearing | 64% | 78% |
| Vision | 70% | 82% |
| Dental | 72% | 84% |
| Developmental (e.g., Ages & Stages Questionnaire) | 30% | 38% |

Multiple response question. Respondents could indicate more than one screening that their child received within the last 12 months.

| If your child has a special need, please mark all physical or developmental special needs that your child has below: | | |
|---|------------|---------|
| | No First 5 | First 5 |
| Speech or language impairment | 10% | 9% |
| Autism | 1% | 3% |
| Emotional/behavior disorder or 'disturbance' | 2% | 3% |
| Attention Deficit and/or Hyperactivity Disorder - ADD or ADHD | 1% | 5% |
| Visual or hearing impairment | 2% | 2% |
| NONE | 89% | 91% |
| Other serious special needs | 1% | 2% |

Multiple response question. Respondents could indicate the presence of more than one special need for their child.

| How did you learn that your child has special need(s)? (Please mark only one response.) | | |
|--|------------|---------|
| | No First 5 | First 5 |
| Professional diagnosis / assessment (e.g., by a doctor) | 67% | 63% |
| Your own diagnosis / assessment | 33% | 38% |
| Total | 100% | 100% |

| Has your child received professional help for any special need (e.g., help from a pediatrician, school professional, therapist, regional center services)? | | |
|---|------------|---------|
| | No First 5 | First 5 |
| Yes | 63% | 81% |
| No | 38% | 19% |
| Total | 100% | 100% |

| Does your child have a regular doctor, pediatric provider or clinic? | | |
|---|------------|---------|
| | No First 5 | First 5 |
| Yes | 98% | 99% |
| No | 2% | 1% |
| Total | 100% | 100% |

| Does your child have a regular dentist? | | |
|--|------------|---------|
| | No First 5 | First 5 |
| Yes | 84% | 82% |
| No | 16% | 18% |
| Total | 100% | 100% |

| In the last 12 months, has your child had a dental exam? | | |
|---|------------|---------|
| | No First 5 | First 5 |
| Yes | 80% | 85% |
| No | 20% | 15% |
| Total | 100% | 100% |

| How many cavities has your child ever had? | | |
|---|------------|---------|
| | No First 5 | First 5 |
| None | 40% | 57% |
| 1-2 | 25% | 16% |
| 3-4 | 14% | 10% |
| 5+ | 13% | 13% |
| Don't know | 8% | 4% |
| Total | 100% | 100% |

| Has your child ever complained of mouth ache or toothache? | | |
|---|------------|---------|
| | No First 5 | First 5 |
| Yes | 22% | 22% |
| No | 78% | 78% |
| Total | 100% | 100% |

| What type of health insurance does your child have? (Please mark all that apply.) | | |
|--|------------|---------|
| | No First 5 | First 5 |
| No insurance | 2% | 0% |
| Medi-Cal | 52% | 60% |
| Covered California | 6% | 7% |
| Insurance from parent's employer | 40% | 33% |
| Total | 100% | 100% |

| What is the language your child hears MOST often at home? (Please mark only one response.) | | |
|---|------------|---------|
| | No First 5 | First 5 |
| English | 96% | 97% |
| Spanish | 6% | 2% |
| Hmong | 1% | 1% |
| Other | 1% | 2% |

Some respondents marked more than one response.

| Do you consider yourself to be a single parent/guardian? | | |
|---|------------|---------|
| | No First 5 | First 5 |
| No | 80% | 74% |
| Yes | 20% | 26% |
| Total | 100% | 100% |

Have you or any other primary parent / guardian lost your job in the last 12 months?

| | No First 5 | First 5 |
|-------|------------|---------|
| Yes | 13% | 15% |
| No | 87% | 85% |
| Total | 100% | 100% |

How many different places have you lived since your kindergarten child was born (including where you are currently living)? For example, if you have never moved, please mark 1; if you have moved once, please mark 2. (Please mark only one response.)

| | No First 5 | First 5 |
|-----------|------------|---------|
| 1 | 42% | 37% |
| 2 | 36% | 33% |
| 3 | 11% | 16% |
| 4 | 8% | 7% |
| 5 or more | 4% | 7% |
| Total | 100% | 100% |

Have you and your kindergarten child been homeless together at any point since he or she was born?

| | No First 5 | First 5 |
|-------|------------|---------|
| Yes | 4% | 5% |
| No | 96% | 95% |
| Total | 100% | 100% |

What is the highest education level the child's mother has completed?

| | No First 5 | First 5 |
|---------------------------------|------------|---------|
| Less than 6th grade | 1% | 0% |
| Middle school (6th, 7th or 8th) | 1% | 2% |
| Some high school | 10% | 10% |
| High school (diploma) | 22% | 12% |
| Some college | 30% | 34% |
| Associate's degree (AA or AS) | 13% | 17% |
| Bachelor's degree (BA or BS) | 15% | 13% |
| Advanced degree | 6% | 9% |
| Don't know | 2% | 4% |
| Total | 100% | 100% |

What is your approximate family income per year?

| | No First 5 | First 5 |
|---------------------|------------|---------|
| \$0 – \$14,999 | 14% | 18% |
| \$15,000 – \$34,999 | 24% | 31% |
| \$35,000 – \$49,999 | 26% | 12% |
| \$50,000 – \$74,999 | 14% | 16% |
| \$75,000 – \$99,999 | 7% | 10% |
| \$100,000 or more | 16% | 13% |
| Total | 100% | 100% |